

Public and Catholic District School Board Writing Partnerships

Course Profile

Fashion and Creative Expression

Grade 11

Open

HNC3O

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview

Fashion and Creative Expression

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Social Science and Humanities, 2000*

Prerequisite: None

Course Description

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course develops attitudes and values founded on Catholic social teaching. Students learn the symbolism of clothing in the Catholic faith. Through practical experiences, students have opportunities to develop their God-given potential to make meaningful contributions to society (e.g., making clothing for the needy in the community, organizing a clothing drive, etc.). In researching global issues in the fashion industry, students are able to think reflectively and creatively to evaluate situations and offer solutions to promote equality, dignity, and welfare of others.

Course Notes

This is a combined public and Catholic district school board document. The overview of the course is reflective of this organization. Two units of this course have been developed, Unit 1 by the public school board writers and Unit 5 by the Catholic school board writers. Both units are appropriate for use in either public or Catholic schools.

Inclusiveness of all aspects of ethnicity, race, culture, gender, ability, class, age, appearance, beliefs, and family composition is the cornerstone of this course. Teachers should review their school board policy on equity.

This course offers students opportunities to apply their skills in hands-on activities. Students need to be provided with the skills to use equipment early in the course, in order that they build upon those skills throughout the course. Safe use of equipment and materials is taught prior to any activities requiring safe practices. It is essential that students are fully aware of the methods and procedures with which to operate the specialized equipment (sewing machines, sergers, etc.) available for use in this course.

The activities take into account the variety of students' abilities, backgrounds, interests, and learning styles. Teachers, in conjunction with the Special Education teacher and in accordance with the student's Individual Education Plan, modify expectations. Accommodations to the course delivery may be required to meet some specialized needs. Students learn how to work effectively with others and develop team skills, effective communication skills, research and analytical skills, clothing construction skills, and fashion design skills. These skills can be transferred to future occupations and real-life situations.

Although written for adolescents in Grade 11, this course could be adapted for adult students. While the practical skills will be similar, the content may need to be adjusted to be relevant to adult learners. The suggested hours for units and activities are guidelines; teachers may adjust the timelines to meet student, school, and community needs.

Units: Titles and Times

* Unit 1	The Meaning and Means of Clothing Choices	20 hours
Unit 2	Apparel Design, Construction, and Technology	35 hours
Unit 3	The Apparel Industry	15 hours
Unit 4	Social and Historical Influences in Fashion	15 hours
* Unit 5	Canadian and Global Influences and the Textile and Fashion Industries	25 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: The Meaning and Means of Clothing Choices

Time: 20 hours

Unit Description

This unit explores how clothing is currently used in today's society and how it has been used throughout history as an expression of culture, social class, ritual, and personal as well as family identity. Students come to respect and support the diversity that exists within our society with respect to clothing. An understanding and an appreciation of the influences that culture has on fashion are gained. Research inquiry methods are used to study how clothing choices are motivated by both group identity and individual personality. Family, personal resources, and values are examined for their influences on clothing choices and how they meet the needs of all family members.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 2 hours	FCV.01, FC1.01, FC1.04 CGE1i, 7f	Knowledge/Understanding Thinking/Inquiry Communication	The Culture of Clothing: To Cover or Convey
2 3 hours	FCV.01, FCV.04, ISV.02, FC1.02, FC4.01, FC4.02, IS2.02 CGE4f, 7g	Knowledge/Understanding Thinking/Inquiry Application Communication	Clothing Clues: Who We Are and What We Do
3 2 hours	FCV.01, FCV.02, FC1.03, FC2.02 CGE4a, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Great Fashion Melting Pot
4 4 hours	FCV.02, FC2.01, FC2.03, FC2.04 CGE4g	Knowledge/Understanding Thinking/Inquiry Application Communication	Your Fashion Personality
5 5 hours	FCV.03, ISV.01, FC3.01, FC3.02, IS1.02 CGE6a	Knowledge/Understanding Thinking/Inquiry Communication Application	Clothing for Family Members
6 4 hours	ISV.01, ISV.04, IS1.01, IS2.01, IS2.03, IS3.02 CGE2b, 2c	Knowledge/Understanding Thinking/Inquiry Communication Application	Investigating the Psychology of Fashion

Unit 2: Apparel Design, Construction, and Technology

Time: 35 hours

Unit Description

This unit explores the elements and principles of design and their application in the creation of fashion products. Students become familiar with new technologies available for use in creating fashion products. Understanding the use, properties, and care of textiles helps students make the appropriate choices when considering fabrics for fashion products. Students use the skills they have gained, as well as their creativity, to produce articles of clothing, a craft, or another product to donate to an agency within their community. Students have the opportunity to develop their skills and creativity to their fullest potential and to make a meaningful contribution to society through their clothing design and/or production.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 4 hours	DTV.01, ISV.03, DT1.01, DT1.02, DT1.03, IS1.01 CGE2c	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Understand the concepts and terms related to the elements and principles of fabric and fashion design. Create visual illusions in fashion using the elements and principles of design. Analyse garments for use of elements and principles of design.
2 8 hours	DTV.02, ISV.03, DT2.01, DT2.02, DT2.03, DT2.04 CGE2e, 3b, 5c, 7j	Knowledge/ Understanding Thinking/ Inquiry Application	Understand how current technologies are used in fashion products. Understand how technologies enhance the design process. Learn how to use new technologies. Create a small project to demonstrate the ability to use technology.
3 4 hours	AIV.05, TEV.01, TEV.02, ISV.03, AI5.02, TE1.01, TE1.02, TE2.01, TE2.02, TE2.03 CGE7i	Knowledge/ Understanding Thinking/ Inquiry Application	Classify textiles and their uses. Compare the use of textiles in Canada and other countries. Demonstrate an understanding of the properties of the major natural and man made fibres. Identify and understand ways in which to care for fabrics.
4 2 hours	AIV.01, ISV.03, AI1.02, AI2.07	Thinking/ Inquiry Application	Design care labels for garments based on an understanding of Canadian and international care labelling. Develop criteria for identifying quality made garments.
5 17 hours	DTV.03, ISV.03, DT3.01, DT3.02C GE4f, 5d, 7j	Thinking/ Inquiry Application Communication	Create an article of clothing or fashion-related product using current technologies. Provide a care label for the product. Explain how the elements and principles of design enhance the product. Analyse the garment using the criteria developed in Activity 4.

Unit 3: The Apparel Industry

Time: 15 hours

Unit Description

Students examine the apparel industry. They gain an understanding of the terminology used by the industry. Students gain insight into the many facets of the industry as well as different influences that impact on the industry. Students discover various occupations and careers that are involved in the apparel industry, enabling them to think critically about the meaning and purpose of work as it relates to Christian values and morals. An understanding of the agencies and regulations that influence the production of apparel is also gained. In examining the fashion industry, students not only have an opportunity to critically analyse the industry in order to see the ways in which it affects an individual's quality of life, but also to develop an appreciation of the cultural influences that the apparel industry has in today's society.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 8 hours	AIV.02, ISV.02, ISV.03, ISV.04, AI2.01, AI2.02, AI2.03, AI2.04, AI2.05, AI2.06, IS1.02, IS1.03, IS2.02, IS3.01 CGE2b, 2e, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Complete a research project dealing with aspects of fashion retailing and production including: <ul style="list-style-type: none">terminology;evolution of fashion;current retail formats;specialized markets and their outlets;domestic or international production of clothing;factors contributing to the cost of goods produced domestically and abroad. All students are responsible for taking notes on all aspects of the project.
2 4 hours	AIV.03, ISV.02, ISV.04, AI3.01, AI3.03 CGE4g, 5b, 5h	Thinking/ Inquiry Communication	Understand the competencies required and the employment opportunities available in fashion production and distribution occupations relating to: <ul style="list-style-type: none">primary markets;secondary fashion markets and manufacturers;retail distribution. Outline a career path for a fashion or textile-related career.
3 3 hours	AIV.01, AI1.01, AI1.03 CGE3c, 3d, 5e	Knowledge/ Understanding Thinking/ Inquiry	Understand the legislation relating to the textile and apparel industries. Identify consumer agencies that assist consumers with complaints regarding textiles and fashion.

Unit 4: Social and Historical Influences in Fashion

Time: 15 hours

Unit Description

In this unit, students come to understand the social and historical factors that have influenced fashion, the apparel industry, and our concept of beauty throughout history. Students use a historical perspective to explore how fashion has evolved and cycled over time. They compare modern fashion items with similar items of the past. Students understand how social and historical developments, and social institutions such as the media have had an impact on fashion and the apparel industry. In examining the history of fashion, students learn to respect and understand the pluralism of today's society, which enables them to promote equality, social justice, and respect for the dignity and welfare of others.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 5 hours	FCV.01, DTV.01, ISV.01, FC1.02, DT1.04, IS1.03 CGE7g	Thinking/ Inquiry Communication Application	Research contemporary fashion designs; come to understand ways in which they have changed over time. Trace the history of a particular garment and note its original purpose.
2 5 hours	FCV.02, DTV.01, ISV.01, FC2.05, DT1.05, IS1.01 CGE2a, 2e, 7e	Thinking/ Inquiry Communication	Explain the role that clothing has played in the past in defining social class and role. Understand the influence of the media in today's society, defining fashion and setting fashion trends.
3 5 hours	AIV.04, AI4.01, AI4.02, AI4.03 CGE1d, 4a	Knowledge/ Understanding Thinking/ Inquiry	Outline key events that have impacted on the textiles and fashion industries. Analyse the impact of current events on fashion today. Compare and analyse the portrayal of male and female models in the media at two different time periods in the twentieth century.

Unit 5: Canadian and Global Influences and the Textile and Fashion Industries

Time: 25 hours

Unit Description

In this unit, students learn to respect the environment and use resources wisely by becoming aware of how the textile industry affects the environment. Students identify job opportunities in the fashion field and identify possible unsafe working conditions related to various occupations. Students work towards promoting a just and compassionate society by suggesting solutions to resolve unsafe working conditions. Through research, global issues, such as child labour, working conditions, just pay, sweatshops, and “the labour behind the label”, are examined to increase awareness of the issues within the fashion industry. Students demonstrate respect for the dignity and welfare of others in relation to global issues.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 5 hours	TEV.03, TE2.04 CGE3f, 7i	Knowledge/Understanding Communication Application	Textile Industry: Becoming Stewards of the Earth
2 3 hours	AIV.03, AI3.02 CGE3c	Knowledge/Understanding Thinking/Inquiry Communication	Textile and Fashion Careers: Ensuring Safety for Workers
3 6 hours	AIV.05, ISV.02, AI5.01, AI5.03, IS3.02 CGE7f, 7g	Thinking/Inquiry Communication Application	Designers of the World
4 11 hours	AIV.04, ISV.01, ISV.02, ISV.03, AI4.04, IS1.01, IS2.04, IS2.05 CGE2b, 2c, 4a, 4c, 5b	Thinking/Inquiry Communication Application	Canadian and Global Issues: Reaching Out

Teaching/Learning Strategies

It is recommended that teachers follow the order of units and activities as outlined because of the sequential nature of the learning. This curriculum is designed to allow students to explore connections with each other, their families, their communities, and society as a whole.

A variety of strategies involving a range of sectors of the local community are recommended throughout the course. Teachers need to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEP. Practical experiences and simulations related to the real world provide opportunities for exploring and expanding activities in the area of fashion and creative expression.

A variety of teaching/learning strategies are encouraged. Examples of strategies that could be used include: brainstorming, case studies, class discussion, collaborative/cooperative learning, computer-assisted learning, computer-assisted drafting, CAD, conferencing/discussion, clothing construction techniques, demonstration of techniques relating to construction and design, electronic presentations, fashion design process, homework, independent study, issues-based analysis, journal writing, learning centres, mind mapping, note making, problem-solving strategies and models, report writing, presentations, social science research, Socratic lessons, and theological reflection. There are many other excellent teaching/learning strategies available for teachers to use in their classrooms.

Teachers should review their school/board policy with reference to the use of the Internet prior to using the Internet as a teaching/learning strategy. There are many websites suggested as teacher and/or student resources. While all websites have been thoroughly investigated and were current at the time of publication, teachers should preview websites prior to student use. Teachers may also find it useful to develop a guideline to assist students with assessing the quality of Internet information.

Assessment & Evaluation of Student Achievement

Student achievement is the measurement of learning. It must be congruent with the assessment of the clusters of learning expectations. It must reflect the balance of the Achievement Chart for Social Sciences and Humanities. Seventy percent of the grade is based on evaluations conducted throughout the course. Thirty percent of the grade is based on final evaluation in the form of an examination, performance, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of the Achievement Chart.

Examples of strategies are performance assessments, sewing projects, design projects, demonstration of skills, demonstration of techniques, presentations/multimedia presentations, research projects, portfolios, verbal feedback, critiques, formal/informal teacher observations, teacher conferencing, reports/reflections of student observations, simulation games, and interviews with fashion designers and others working in the fashion industry. Examples of assessment tools are paper-and-pencil tests, criterion-referenced checklists, rubrics, rating scales, and suggestions for improvement.

Methods of evaluating student achievement are as follows:

Diagnostic: occurs at the beginning of a term, a unit of study or whenever information about prior learning is useful.

Formative: occurs during learning; ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.

Summative: usually carried out at the end of a learning process; may include feedback and/or evaluation.

The nature of the expectations in this course allows for more opportunities for students to apply the knowledge and skills that they gain throughout the course.

Accommodations

Teachers using this profile should be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations. For most exceptional students, the learning expectations are the same as or similar to the expectations outlined in the curriculum policy document. Accommodations, such as specialized supports and services, are provided to help students meet the expectations.

To maintain the principles of sound educational pedagogy and Catholic teachings, accommodations must be made so students do not lose their dignity due to level of ability, income, language proficiency, or race. Teachers should foster a positive atmosphere accepting of the individual's uniqueness, values, and needs.

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills these students possess. These students may need extra support to acquire basic literacy skills and academic concepts. Teachers should use the expertise of ESL/ELD teachers and consultants for assistance in meeting the needs of these students.

There is a wide range of teaching/learning strategies available to teachers. Teachers are encouraged to expand teaching strategies in order to best meet the needs of all students and accommodate different learning styles.

Some examples of accommodations for special needs are: oral testing, using a scribe for written work, demonstration of skill, peer tutor, small-group work, simplifying instructions, flexible timelines, modifying handouts, adjustments to the level of difficulty of construction and design projects, instructions and project guidelines, use of a word processor to complete assignments, use of a tape recorder to tape answers to assignments and tests, and enrichment activities. Other accommodations are needed because of the specialized equipment in this course (e.g., left handed equipment, hand operated equipment, peer/volunteer helpers, etc.). There are other ways in which to accommodate special needs students; Special Education teachers provide support in this area, and their expertise should be sought.

Resources

Resources for the entire course are listed below. General and specific resources for Units 1 and 5 are listed in the developed units.

Resource Documents

Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles. Catholic Curriculum Co-operative, Central Region.

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.

The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

The Bible For Catholics CD-ROM. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

Books

Damhorst, M.L., K. Miller, and S.O. Michelman. *The Meanings of Dress in Contemporary Society*. Fairchild Publications, 1999. ISBN 0-719053293

Eicher, J., S.L. Evenson, and H. Lutz. *The Visible Self: Global Perspectives on Dress, Culture and Society*, 2nd ed. Fairchild Publications, 2000. ISBN 1563670682

Harper, Mark, et al. *Quality Assessment: Fitting the Pieces Together. The Educational Services Committee*. OSSTF, 1999. ISBN 0-920930-47-6

Horn, M.J. *The Second Skin: An Interdisciplinary Study of Clothing*. Houghton Mifflin Co., 1968. ISBN 0-395289742

Kaiser, S. *The Social Psychology of Clothing: Symbolic Appearances in Context*, 2nd ed. Macmillan Publishing Co., 1990. ISBN 0-023618825

Liddell, L.A. *Clothes and Your Appearance*. Goodheart-Willcox Co. Inc., 1988. ISBN 0-870060-35X

Molossi, G., ed. *The Style Engine: Spectacle, Identity, Design and Business: How The Fashion Industry Uses Style to Create Wealth*. The Monacelli Press, 1998. ISBN 1885254954

Stone, Elaine. *Fashion Merchandising: An Introduction*. USA: McGraw-Hill, Inc., 1990. ISBN 0-07-061744-9

Weber, Jeanette. *Clothing: Fashion, Fabrics and Construction*. USA: Glencoe/McGraw-Hill, 1997. ISBN 0-02-647605-3

Wolfe, Mary. *Fashion*. USA: The Goodheart-Willcox Company, Inc., 1997. ISBN 0-870067273

Magazines

Canadian Living

Chatelaine

Ebony

Elle

Esquire

Essence

Flare

Glamour

Gentleman's Quarterly (GQ)

Seventeen

Stockholm New
Teen Magazine
Threads
Vogue
Young and Modern (YM)

Associations

The Canadian Apparel Federation, Suite 1050, 130 Slater St., Ottawa, ON K1P 6E2
Apparel Ontario, Suite 1050, 130 Slater St., Ottawa, ON K1P 6E2
Childrens' Apparel Manufacturers' Association, 6900 Decaire Square, Suite 3110, Montreal, QC H3X 2T8
Apparel Human Resources Council, 130 Slater St., Ottawa, ON K1P 6E2
The Union of Needletrades, Industrial and Textile Employees, 15 Gervais Dr., Suite 700, Don Mills, ON M3C 1Y8
Fashion Design Council of Canada, 75 Elizabeth St., Toronto, ON M5V 1P4
Apparel Manufacturers' Marketing Association of Ontario, 1050 – 130 Slater St., Ottawa, ON K1P 6E2
Canadian Textiles Institute, 66 Slater St., Suite 1720, Ottawa, ON K1P 5H1
The Textile Federation of Canada, 1 Rue Pacifique, Ste-Anne-de-Bellevue, QC H9X 1C5

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Advertising standards – <http://www.astandards.com>
Addition-Elle/AE Sport and Co. – <http://www.addition-elle.ca>
The Bay Web site – <http://www.thebay.ca>
Campus Worklink. And NGR – <http://www.ngr.schoolnet.ca>
Canada Work Info Net – <http://workinfonet.ca>
The Canadian Apparel Federation – <http://www.apparel.ca>
Canadian Home Economics Association – <http://www.chea-acef.ca>
Canadian Living Magazine – <http://www.canadianliving.com>
Chatelaine Magazine – <http://www.chatelaine.com>
Career Cruising – <http://www.careercruising.com>
Career Gateway – <http://www.edu.gov.on.ca/eng/career>
College Career Path – <http://www.careers.ocas.on.ca>
Eddie Bauer – <http://www.eddiebauer.com>
Fairweather – <http://www.fairweather.ca>
The Gap – <http://www.gap.com>
Holt Renfrew – <http://www.holtrenfrew.com>
Job Futures – <http://www.11hrdc-drhc.gc.ca/job/future>
Linda Lundstrom, designer – <http://www.lindalundstrom.com>
Maternity clothing web site – <http://www.maternityshoppe.com>
Mazemaster – <http://www.mazemaster.on.ca>
Pennington's Superstore – <http://www.penningtons.com>

Reitmans – <http://www.reitmans.com>
Save The Children Foundation – <http://www.savethechildren.ca>
Sears on-line catalogue – <http://www.sears.ca>
Simplicity Pattern Company – <http://www.simplicity.com>
Talbots – <http://www.talbots.com>
Thyme Maternity – <http://www.thymematernity.com>
UNICEF – <http://www.unicef.ca>
Zellers – <http://www.zellers.ca>

Audio/Video

See the following websites for information on films/videos for this course

Films for Social Sciences and the Humanities – <http://www.films.com>

The Learning Seed – <http://www.learningseed.com>

McIntyre Media – <http://www.mcintyre.ca>

Magic Lantern – <http://www.magiclantern.com>

Brand Names: Bringing Products to Life. McIntyre Media, 1999. Order number 200115-61W0. 20 min.

Clothing: An Intelligent Buyer's Guide. Learning Seed. Order number 134. 24 min.

Clothing Care. Learning Seed. Order number 169. 21 min.

Clothing Care: Laundry and Stain Removal. McIntyre Media, 1997. Order number 700290-61W8. 18 min.

Clothing Fibres. Learning Seed. Order number 142. 24 min.

Cutting Their Own Cloth: Entrepreneurial Clothing Designers. Films for Social Sciences and the Humanities, 1999. Order number BVL10121. 22 min.

Fashion. Films for Social Sciences and the Humanities, 1995. Order number BVL6476. 48 min.

Fashion and Clothing. Films for Social Sciences and the Humanities, 1998. Order number BVL10370. 53 min.

Fashion, Fads and Freedom. Learning Seed, 1999. Order number 245. 20 min.

The Way We Dress. Learning Seed. Order number 196. 24 min.

Understanding Fabrics. Learning Seed. Order number 166. 24 min.

Wardrobe Wise. McIntyre Media, 1998. Order number 100297-61W8. 15 min.

OSS Considerations

The Fashion and Creative Expression course of study is part of the Social Science and Humanities curriculum policy document. It is designated as an open course with expectations that are suitable for all students. With reference to the requirements for the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit or as one of the twelve optional credits. The practical aspect of the fashion course provides students with knowledge and skills needed for further education and work and helps them live satisfying and productive lives as independent and responsible members of society.

This open course allows students to broaden their knowledge in providing clothing for themselves, their family, and the community. Through a variety of teaching/learning strategies, students have many opportunities to further develop their research, critical-thinking, communication, management, interpersonal, and practical skills. In learning to critically analyse issues dealing with clothing, students have opportunities to be active in society by promoting a just, equal, and compassionate environment for all peoples.

Students have the opportunity to enhance their computer skills (e.g., Internet usage, word processing, creation of graphs, etc.), as they use their social science research skills to complete class assignments and projects. Students may elect to create multimedia presentations.

The Fashion and Creative Expression course explores aspects of various careers as they relate to fashion and the fashion industry; the course is aligned with *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. As all students enrolled in this course have taken the Grade 10 Careers course and are in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in the Fashion and Creative Expression course of how they might apply the theory and practical applications they have learned in class into practice through a Cooperative Education experience. Students could apply knowledge and skills gained in this course through the world of work. Teachers should encourage students to make connections between these skills and their work experiences, (e.g., appropriate clothing for work situations, work related to fashion and the fashion industry, etc.).

Coded Expectations, Fashion and Creative Expression, Grade 11, Open, HNC30

Functions of Clothing

Overall Expectations

- FCV.01** · analyse the ways in which clothing is used as a means of communication, taking into consideration examples from history;
- FCV.02** · demonstrate an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel;
- FCV.03** · identify the criteria used by families in making clothing decisions and purchases;
- FCV.04** · identify the criteria used in selecting appropriate clothing for particular functions and occasions.

Specific Expectations

Clothing as Communication

- FC1.01** – identify the meanings conveyed by particular items of clothing in their function as visual symbols (e.g., protection, modesty, attractiveness, self-esteem, observance of ritual);
- FC1.02** – explain the role that clothing has played in defining different classes or roles within a society, drawing on examples from particular periods of history (e.g., the clothing of nobles, warriors, scholars, clerics, and artisans in the Middle Ages);
- FC1.03** – demonstrate an understanding of the effects that clothing can have on social interaction (e.g., as it signals the wearer’s individuality or conformity to group behaviour, occupation, gender, social role, status);
- FC1.04** – describe different cultures’ approaches to clothing, distinguishing functional uses from those associated with pageantry and ceremony, and explain what particular items of clothing communicate (e.g., the veil as a symbol of modesty, as well as of allure and mystery; the cloak as a symbol of authority).

Purposes of Clothing and Adornment

- FC2.01** – describe how clothing affects body language, behaviour, grooming, and social etiquette;
- FC2.02** – describe how clothing (e.g., team, school, or work uniforms) and some types of adornment (e.g., perfumed products such as make-up and hairspray) affect group dynamics, group cohesion, and acceptance by the group;
- FC2.03** – demonstrate an understanding of how clothing is selected to suit an individual’s personality traits; to project a desired image; to reflect social role, age, and lifestyle; to satisfy the requirements of ceremonies and dress codes; and to reflect or mask self-concept and the need to attract attention or rebel;
- FC2.04** – describe how the choice of clothing and adornments is affected by both personal considerations and external social factors (e.g., the media, peers, status, social role, occupation);
- FC2.05** – outline the historical evolution of a particular item of apparel (e.g., blue jeans, T-shirt, midi skirt, thick-soled shoes) and compare the original purpose of the item with its intended effect in modern fashion.

Family Influences on Clothing Selection

- FC3.01** – demonstrate an understanding of how various aspects of family life (e.g., roles, interests, special needs, budget, values, lifestyle) influence an individual’s clothing choices;
- FC3.02** – describe the ways in which families use their resources to meet clothing needs (e.g., sharing, hand-me-downs, recycling, purchasing new or second-hand, making clothing).

Dressing for Function and Occasion

FC4.01 – describe the dress code that would be appropriate for a variety of jobs (e.g., office manager, store clerk, factory worker, receptionist, child-care worker) and special occasions (e.g., graduation, wedding, funeral, job interview);

FC4.02 – compare features of the clothing worn by members of particular professions or occupations (e.g., police officer, doctor) in two or three different societies.

The Apparel Industry

Overall Expectations

AIV.01 · identify the agencies and regulations that influence the production and labelling of apparel and textiles;

AIV.02 · demonstrate an understanding of the nature and evolution of the fashion retailing industry;

AIV.03 · identify occupational opportunities in the fashion field;

AIV.04 · analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

AIV.05 · summarize the contributions of various countries to the apparel industry.

Specific Expectations

Regulation of the Apparel Industry

AI1.01 – identify and interpret existing legislation pertaining to the textile and apparel industries (e.g., Textile Labelling Act, Canada Standard Sizing);

AI1.02 – demonstrate an understanding of Canadian and international care labelling by designing appropriate care labels for garments, based on fibre content;

AI1.03 – identify consumer agencies that handle complaints about defective goods.

The Retailing of Clothing

AI2.01 – use correctly the terminology of fashion merchandising (e.g., *couture*, *high fashion*, *fad*, *style*, *mass market*, *consumer demand*, *cyclical timing*);

AI2.02 – summarize the evolution of fashion retailing (e.g., fashion dolls, country stores, trading posts, itinerant peddlers, dressmakers);

AI2.03 – describe various current retail formats (e.g., department stores, specialty stores, mail-order houses, direct selling, online shopping);

AI2.04 – identify outlets serving specialized markets (e.g., bridal wear, maternity wear, protective clothing, uniforms, clothing for those with special needs);

AI2.05 – describe how the retailing of clothing in Canada is affected by whether the clothing is produced domestically or in another country;

AI2.06 – identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);

AI2.07 – develop criteria for identifying quality-made garments.

Occupational Opportunities in Fashion

AI3.01 – classify the types of occupations associated with the three areas of fashion production and distribution identified below, and describe the competencies they require and opportunities for employment in them:

1. primary markets and industries that provide the raw materials of fashion (e.g., weaver, farmer, quality-control inspector);
2. secondary fashion markets and manufacturers of apparel and accessories (e.g., designer, pattern maker, pattern grader, cutter, sewer, finisher);
3. retail distribution (e.g., salesperson, fashion coordinator, display technician, buyer);

AI3.02 – identify possible hazards related to occupations in textile production or fashion, and the protections available to workers in these fields (e.g., occupational health and safety legislation, Workplace Hazardous Materials Information System, Industrial Ladies' Garment Workers' Union);

AI3.03 – outline a career path for a fashion- or textile-related occupation.

Society and the Apparel Industry

AI4.01 – demonstrate an understanding of the impact of key social developments and historical events (e.g., Industrial Revolution, the two world wars, space travel) on the textile and fashion industries;

AI4.02 – analyse the influence of current events on men's and women's fashion;

AI4.03 – compare and analyse the portrayal of male and female models in the media at two different periods in the twentieth century;

AI4.04 – evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by computerization and new technologies, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry, and the hiring of skilled and unskilled immigrant labour.

Global Contributions to the Apparel Industry

AI5.01 – assess the contribution of fashion designers from around the world (e.g., Coco Chanel, Oleg Cassini, Karl Lagerfeld, Yves St. Laurent, Calvin Klein, Hanae Mori);

AI5.02 – identify countries that are major producers of fibres and fabrics (e.g., China, Egypt, England, Scotland);

AI5.03 – demonstrate an understanding of Canada's place in the international fashion, apparel, and textile industry.

Textiles

Overall Expectations

TEV.01 · demonstrate an understanding of the universal uses of textiles;

TEV.02 · demonstrate an understanding of the properties and uses of major natural and manufactured fibres;

TEV.03 · explain the role of the environment in relation to the textile industry, and describe how the textile industry affects the environment.

Specific Expectations

Universal Uses of Textiles

TE1.01 – classify the many uses of textiles (e.g., for apparel, in household products, in transportation, in industry);

TE1.02 – compare the uses of textiles in Canada with their uses in other countries (e.g., burlap used in landscaping and food packaging, felt used in Mongolian yurts).

Fibres, Textiles, and the Environment

TE2.01 – demonstrate an understanding of the properties of the major natural fibres (e.g., cotton, linen, wool, silk), the major manufactured fibres (e.g., rayon, nylon, polyester, acrylic, lycra), and other apparel materials, and describe their suggested uses;

TE2.02 – describe the environmental factors that contribute to the deterioration of fabrics used in clothing and household products, and those that extend the wear life of fibres and garments;

TE2.03 – identify methods of caring for and maintaining clothing that limit the extent of fibre deterioration (e.g., sorting laundry, ironing, spot cleaning, mending);

TE2.04 – describe the environmental impact of the use and disposal of care products (e.g., dry-cleaning solvents, soaps, detergents, bleaches, dyes, moth balls), and identify methods used to reduce damaging effects.

Design, Technology, and Creative Expression

Overall Expectations

DTV.01 · demonstrate an understanding of how the elements and principles of design are used in creating fashion products;

DTV.02 · demonstrate an understanding of how technology is used in the fashion and design industries;

DTV.03 · describe how creative expression is accommodated in the home sewing and craft industries.

Specific Expectations

Design

DT1.01 – demonstrate an understanding of concepts and terms related to the elements of fabric and fashion design (e.g., colour, types of lines, form, texture) and the principles of design (e.g., harmony, rhythm, emphasis, proportion, balance);

DT1.02 – demonstrate an understanding of the elements and principles of design that contribute to creating visual illusions in fashion (e.g., highlighting particular physical attributes);

DT1.03 – analyse items of apparel to show how the elements and principles of design have been used to make the items marketable;

DT1.04 – conduct research comparing contemporary fashion designs with those of an earlier period, identifying elements that have changed, elements that have remained the same, and styles that have come back into fashion (e.g., polyester, bell-bottom pants);

DT1.05 – explain how the media (e.g., trade magazines, journalism, advertising, television and films) have helped to define fashion and influenced design trends.

Use of Technology in the Fashion Industry

DT2.01 – demonstrate an understanding of how current technologies (e.g., CAD; electronic sewing, knitting, and embroidery machines; sergers) are used in the creation of fashion products (e.g., fashion profiles, fabrics, garments);

DT2.02 – analyse how certain technologies enhance the design process;

DT2.03 – demonstrate an understanding of the capabilities of one or more of the new technologies (e.g., computerized sewing machines);

DT2.04 – create a variety of fashion products, using two or more technologies appropriately.

Creative Expression

DT3.01 – demonstrate an understanding of the creative process as it applies to sewing and crafting by producing articles of clothing or other fashion-related products for various markets;

DT3.02 – analyse the designs used in the clothing or product line of a fashion or craft entrepreneur, assessing the quality of the product and describing key aspects of the business.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;
- ISV.02** · use a variety of print and electronic sources and telecommunications tools in conducting research;
- ISV.03** · correctly use terminology associated with fashion, clothing, and textiles;
- ISV.04** · communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

- IS1.01** – correctly use terminology related to fashion, clothing, and textiles (e.g., *fibre, fabric, primary and secondary fashion markets, style, fad*);
- IS1.02** – demonstrate an understanding of the research methods used in the study of fashion (e.g., personal observation, interview, survey);
- IS1.03** – locate and access primary sources (e.g., interviews with designers and fashion forecasters) and secondary sources (e.g., magazine articles, TV programs) of information relating to fashion.

Organizing and Analysing Information

- IS2.01** – formulate appropriate research questions to frame their inquiries;
- IS2.02** – demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;
- IS2.03** – interpret charts, graphs, and statistical data presented in the literature and produce graphs and charts to organize information gathered through their research;
- IS2.04** – evaluate information to determine its validity and reliability;
- IS2.05** – differentiate between research evidence and opinion.

Communicating Results

- IS3.01** – compile information and key ideas from their research, and document sources accurately, using correct forms of citation;
- IS3.02** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada's official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: The Meaning and Means of Clothing Choices

Time: 20 hours

Unit Description

This unit explores how clothing is currently used in today's society and how it has been used throughout history as an expression of culture, social class, ritual, and personal, as well as family, identity. Students come to respect and support the diversity that exists within our society with respect to clothing. An understanding and an appreciation of the influences that culture has on fashion are gained. Research inquiry methods are used to study how clothing choices are motivated by both group identity and individual personality. Family, personal resources, and values are examined for their influences on clothing choices and how they meet the needs of all family members.

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing, Research and Inquiry Skills

Overall Expectations: FCV.01, FCV.02, FCV.03, FCV.04, ISV.01, ISV.02, ISV.04.

Specific Expectations: FC1.01, FC1.02, FC1.03, FC1.04, FC2.01, FC2.02, FC2.03, FC2.04, FC3.01, FC3.02, FC4.01, FC4.02, IS1.02, IS2.01, IS2.02, IS2.03, IS3.02.

Prior Knowledge & Skills

- Experience in small-group work including skills in collaboration, cooperation, and sharing of ideas and concepts
- Experience gathering information from a variety of reference materials, writing a report, and presenting to the class

Unit Planning Notes

The teacher should:

- locate teaching and classroom resources (e.g., student textbook, magazines, and other picture sources, reference books);
- book audio-visual materials and equipment (Activities 1 and 3);
- book computers or computer lab time, where available (Activities 5 and 6);
- book library time (Activity 2);
- invite a guest speaker (Activities 2 and 4);
- see Planning Notes for Activity 4, which requires advance preparations by students;
- organize clothing construction equipment needed for the various practical projects.

Teacher Awareness

- Ensure that the school policies for Internet use are followed in preparing resources for this unit.
- Consider Special Education accommodations required to meet the needs of exceptional students (IEP).
- Consider ethno-cultural and religious diversity in the class and be sensitive to how these issues are dealt with in this unit.
- Be sensitive to the gender, ethno-cultural, and religious diversity within the class in the selection and preparation of resources.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: The Culture of Clothing: To Cover or Convey?	2 hours	FCV.01, FC1.01, FC1.04	Knowledge/ Understanding Thinking/ Inquiry Communication	Class discussion of reasons for wearing clothing Sort flat pictures into various functions of clothing View and discuss video
2: Clothing Clues: Who We Are and What We Do	3 hours	FCV.01, FCV.04, ISV.02, FC1.02, FC4.01, FC4.02, IS2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Student research, written report, and presentation of historical clothing Card analysis – role identity according to clothing Flat picture analysis Guest presenters – cultural examples of special occasion clothing
3: The Great Fashion Melting Pot	2 hours	FCV.01, FCV.02, FC1.03, FC2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Idea inventory of different fashion looks evident in school community Student personal reaction to clothing value statements Class discussion about peer pressure effect on clothing choices Creating personal clothing collage Gender differences in clothing choices
4: Your Fashion Personality	4 hours	FCV.02, FC2.01, FC2.03, FC2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Media Examples of how clothing defines personality First impressions activity Stereotypical perceptions Dress-up to create an image Verbal/non-verbal messages Personal clothing diary Personalize a clothing item Image projected through clothing
5: Clothing for Family Members	5 hours	FCV.03, ISV.01, FC3.01, FC3.02, IS1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Clothing needs of family members – bubble diagram Personal family wardrobe analysis Family scenarios activity Class survey of ways to acquire clothing Consumer comparison and personal choice Recycle a personal clothing item Convenience shopping
6: Investigating the Psychology of Fashion	4 hours	ISV.01, ISV.04, IS1.01, IS2.01, IS2.03, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Survey questionnaire on peer attitudes to school uniform Design school uniforms Research into self-adornment practice Clothing etiquette: questions and responses Develop a newsletter to publish research results (culminating activity)

Resources

Print

- Damhorst, M.L., K. Miller, and S.O. Michelman. *The Meanings of Dress in Contemporary Society*. Fairchild Publications, 1999. ISBN 0-719053293
- Eicher, J., S.L. Evenson, and H. Lutz. *The Visible Self: Global Perspectives on Dress, Culture and Society*, 2nd ed. Fairchild Publications, 2000. ISBN 1563670682
- Horn, M.J. *The Second Skin: An Interdisciplinary Study of Clothing*. Houghton Mifflin Co., 1968. ISBN 0-395289742
- Kaiser, S. *The Social Psychology of Clothing: Symbolic Appearances in Context*, 2nd ed. Macmillan Publishing Co., 1990. ISBN 0-023618825
- Liddell, L.A. *Clothes and Your Appearance*. Goodheart-Willcox Co. Inc., 1988. ISBN 0-870060-35X
- Molossi, G., ed. *The Style Engine: Spectacle, Identity, Design and Business How The Fashion Industry Uses Style to Create Wealth*. The Monacelli Press, 1998. ISBN 1885254954
- Sproles, G. B. and L.D. Burns. *Changing Appearances: Understanding Dress in Contemporary Society*. Fairchild Publications, 1994. ISBN 1563670143
- Storm, P. *Functions of Dress: Tool of Culture and the Individual*. Prentice-Hall Inc., 1987. ISBN 01-33379431
- Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Magazines

Aboriginal Voices
Abilities
Azine (Asian-American)
Alice (multicultural)
Bazaar
Belle (full-sized Black women)
Bust (makes fun of ideals)
Canadian Living
Chatelaine
Elle
Esquire
Fashion
Flare
Gentleman's Quarterly
Glamour
Heavy Girl
Images (Shopper's Drug Mart)
Marie Claire
Panache (Caribbean Women)
Radiance
Seventeen
Style
Teen People
Toronto Life Magazine
Vogue

Audio/Video

Clothing Around the World. BFA Educational Media/Magic Lantern. Basic Needs Series, 1981.

Fashion. Films for Social Sciences and the Humanities, 1995. Order number BVL6476. 48 min.

Fashion and Clothing. Films for Social Sciences and the Humanities, 1998. Order number BVL10370. 53 min.

Fashion, Fads and Freedom. Learning Seed, 1999. Order number 245. 20 min.

The Way We Dress. Learning Seed. Order number 196. 24 min.

Activity 1: The Culture of Clothing: To Cover or Convey?

Time: 120 minutes

Description

Students explore the reasons that clothing is worn in Canadian as well as other cultures. A variety of strategies are used to aid students in the understanding of the functions of clothing. Students gain an awareness of the cultural and ritual significance of various clothing and adornment practices.

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing

Overall Expectations

FCV.01 - analyse the ways in which clothing is used as a means of communication, taking into consideration examples from history.

Specific Expectations

FC1.01 - identify the meanings conveyed by particular items of clothing in their function as visual symbols;

FC1.04 - describe culture's approaches to clothing, distinguishing functional uses from those associated with pageantry and ceremony, and explain what particular items of clothing communicate.

Planning Notes

The teacher should:

- become familiar with the major functions of clothing throughout the world and provide examples (T/L S 1, 2, and 3);
- provide a variety of flat picture illustrating clothing used for different reasons throughout the world (T/L S 2);
- obtain video, reserve VCR, preview video, and prepare handout (T/L S 3).

Teaching/Learning Strategies

1. The teacher poses the question, "Why do people wear clothing?" Students brainstorm reasons for wearing clothing, which reflect their own culture as well as other cultures throughout the world. The teacher records ideas and uses mind-mapping strategy to sort ideas into major functions of clothing (e.g., protection, modesty, attractiveness, self-esteem, observance of ritual, communication of identity, etc.). Students record the mind map in their notebooks for future reference.
2. The teacher provides a variety of flat pictures (e.g., magazine, calendar, postcard, etc.) illustrating each of the functions of clothing, including clothing for different occupations or activities, clothing for specific celebrations, clothing for various climates, and clothing worn in a variety of cultures. In small groups, students are given a mixed package of pictures, are asked to label them according to function, and then explain their findings to the class.

-
3. Students view video showing clothing practices throughout the world. Using teacher-prepared discussion questions, students recall examples from the video of each of the functions of clothing, as well as how clothing communicates and symbolizes activity. Students record examples in their notes.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Notes (T/L S 1 and 3)	Criterion Referenced Checklist	Formative	Knowledge/Understanding
Distinguish the functions of clothing (Activity 6)	Test at end of unit	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

Accommodations

- Groups may be predetermined in order to meet the needs of all students.
- Provide a template to assist students with note taking.
- For student enrichment, students invite members of various cultural groups represented in the community to show examples of clothing from their culture and explain the functional and symbolic significance of this clothing to the class.

Resources

Print

Ariel Books Staff. *Fashion: Bustles to Bikinis*. Andrews and McMeel Publishers, 1996. ISBN 0-836209966

Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. McClelland and Stewart, 1995. (600 years of fashion culture and social meanings) ISBN 0-719041252

Craik, Jennifer. *The Face of Fashion: Cultural Studies in Fashion*. Routledge, Chapman and Hall, 1994. ISBN 0-415052629

Davis, Fred. *Fashion, Culture and Identity*. Chicago Press, 1994. ISBN 0-226138097

Entwistle, Joanne. *Fashioned Body: Fashion, Dress and Modern Social Theory*. 2000. ISBN 0-74562006X

Riberiro, A. and V. Cummings. *The Visual History of Costume*. Drama Books, 1990. ISBN 0-896762211

Rowland, Warne, L. *Costume*. Dorling Kindersley Ltd., 1992.

Steele, Valerie. *Fashion Theory: The Journal of Dress, Body and Culture*. Berg Publishing, 1998. ISBN 1859734170

Tortora, P. and K. Eubank. *Survey of Historic Costume*, 3rd ed. Fairchild Publications, 1998. ISBN 0-870056328

Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

CNN – <http://www.cnn.com/world> (carries clothing and fashion issues from around the world)

Metropolitan Museum – <http://www.metmuseum.org>

Audio/Video

Clothing Around the World. BFA Educational Media/Magic Lantern. Basic Needs Series, 1981.

Fashion. Films for Social Sciences and the Humanities, 1995. Order number BVL6476. 48 min.

Fashion and Clothing. Films for Social Sciences and the Humanities, 1998. Order number BVL10370. 53 min.

Fashion, Fads and Freedom. Learning Seed, 1999. Order number 245. 20 min.

The Way We Dress. Learning Seed. Order number 196. 24 min.

Under One Sky: Arab Women in North America Talk about the Hijab. National Film Board of Canada.

Activity 2: Clothing Clues: Who We Are and What We Do

Time: 180 minutes

Description

Students investigate and examine historical examples of clothing differentiation according to social class or role. Based on their research, students design costumes for two people from two different social classes for a particular time period. Students become aware of how certain clothing styles/types identify the wearer's occupation, as well as how this varies between cultural groups. Dress code expectations for specific occasions are also explored. To summarize this activity, there is a class discussion on how all of the factors considered in the activity have changed over time.

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing, Research and Inquiry Skills

Overall Expectations

FCV.01 - analyse the ways in which clothing is used as a means of communication, taking into consideration examples from history;

FCV.04 - identify the criteria used in selecting appropriate clothing for particular functions and occasions;

ISV.02 - use a variety of print and electronic sources and telecommunications tools in conducting research.

Specific Expectations

FC1.02 - explain the role that clothing has played in defining different classes or roles within society, drawing on examples from particular periods in history;

FC4.01 - describe the dress code that would be appropriate for a variety of jobs and special occasions;

FC4.02 - compare features of the clothing worn by members of particular professions or occupations in two or three different societies;

IS2.02 - demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials.

Prior Knowledge & Skills

- Knowledge about the functions of clothing and how clothing communicates, gained in Activity 1.

Planning Notes

The teacher should:

- locate historical clothing reference materials, cited in Resources and provide these in the classroom; OR
- arrange for students to visit the school Library/Resource Centre, giving them direction to locate research materials (T/L S 1);
- provide an assignment outline for students to research their assigned historical time period (T/L S 1)
- prepare four identical sets of role cards; each card in a set has a different role description (T/L S 2);
- provide a variety of flat pictures or photographs depicting special occasions as celebrated in a variety of cultures (T/L S 3).

Teaching/Learning Strategies

1. Pairs of students are assigned a specific historical time period to investigate. Students record information in a report format as to the typical clothing worn by royalty, cleric, noble persons, and common people, along with the reasons for the differences in clothing worn by various social classes. Suggested time periods are: Ancient Egyptian, Greek, and Roman, Medieval, Gothic, Renaissance, Empire, Baroque, and Victorian. Students design and sketch two theatre costumes for their time period, one for a noble person and one for a commoner. The teacher may provide a male and female croqui to assist students with costume design. Students present their written information and their designs to the class. Students are given instruction in class and may complete the assignment as homework.
2. The teacher creates sets of role cards. Each card in the set has a different description of a role that could describe either a person's career, a hobby, or an interest (e.g., dental hygienist, fitness instructor, restaurant waiter/waitress, TV game show hostess/host, office manager, child care worker, stay at home parent, golfer, hockey player, coach, dancer, walker, hiker, gardener, swimmer, cyclist, etc.). Each student in the class receives one card (e.g., for 25 students there should be five sets of five cards). Each card also has spaces provided for recording several descriptions of suitable clothing for each role. Students are divided into equal groups. Each group receives a set of cards. Students discuss and record a description of clothing suitable to each of the roles on their card. In their groups, students discuss their findings. The teacher leads a class discussion on findings and collects student responses on an overhead chart; students complete a corresponding chart. The teacher leads a discussion of the significance of similarities between each group's descriptions of the same role, as well as how these descriptions may differ in various societies. Students make notes.
3. The teacher provides a variety of pictures of young people celebrating special occasions (e.g., graduation, wedding, funeral, baptism, christening, bar mitzvah, etc.), or students are asked to bring to class photographs of special family occasions. The teacher leads a class discussion of required dress codes or customary clothing practices for various special occasions. In small groups, students create a list of guidelines for special occasions. All students record information for future reference.
4. Summary discussion: Students identify the ways in which clothing can communicate social class, gender, career roles, cultural practices, social codes of conduct, and how these have changed over time. Students record the information in their notes.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Historical clothing research report and presentation (T/L S 1)	Criterion Referenced Checklist	Summative	Thinking/Inquiry Communication
Notes (T/L S 2, 3, and 4)	Criterion Referenced Checklist	Formative	Knowledge/Understanding
Guidelines for special occasions (T/L S 3)	Criterion Referenced Checklist	Summative	Thinking/Inquiry Application
Explain how clothing reflects social status and dress code expectations (Activity 6)	Test at end of unit	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

Accommodations

- Provide vocabulary sheets for clothing terminology for ESL students.
- Provide templates for note-taking.
- Groups may be predetermined in order to meet the needs of all students.
- A student helper may assist with the classroom presentation of the materials.
- Students who have a difficulty in transferring research into written form may choose to make an oral presentation to the teacher/class.
- For student enrichment, students invite members of various cultural groups to display or wear examples of clothing appropriate for specific occasions within their particular culture (e.g., wedding attire), as well as examples of clothing used in specific roles or jobs within their culture.
- For student enrichment, students assist with costume design for school drama production.
- As an extension, invite a curator or representative from the local museum to bring garments, constructed in the past (over 100 years old) or from another culture, to demonstrate and discuss techniques of clothing construction in the past and how labour intensive this process was. The class could also visit the museum.

Resources

Print

Blair, Joanne. *Fashion Terminology*. Prentice-Hall Canada, 1991. ISBN 0-132993554

Dalziel, Kim and Margaret Knight. *Fashion Through the Ages: From Overcoats to Petticoats*. Viking Press, 1998. ISBN 0-670865214

Nunn, Joan. *Fashion in Costume 1200-2000*. New Amsterdam, 2000. ISBN 156663279X

Rothstein, Natalie. *400 Years of Fashion*. Victoria and Albert Publications, 1999. ISBN 1851773010

Steele, Valerie. *Fetish: Fashion, Sex and Power*. Oxford University Press, 1997. ISBN 019590446

Tierney, Tom. *Ancient Egyptian Fashions*. Dover Publishers, 1999.

Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

Costume resource file – www.marquise.de/webring/costumering.html

Costume reference – www.pconline.com/~tomdolan/costume/htm

World of fashion on-line – www.fashion-planet.com

Appendices

Unit 1, Appendix 1 – Historical Clothing Research, Criterion Referenced Checklist

Unit 1, Appendix 2 – Guidelines for Special Occasions, Criterion Referenced Checklist

Activity 3: The Great Fashion Melting Pot

Time: 120 minutes

Description

Students examine the clothing styles of their peer group to determine the relative importance of individual choice versus conformity to the group. An opportunity to express their own values on personal clothing choices and describe their own clothing identity is given to students through the creation of a personal clothing collage.

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing

Overall Expectations

FCV.01 - analyse the ways in which clothing is used as a means of communication, taking into consideration examples from history;

FCV.02 - demonstrate an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel.

Specific Expectations

FC1.03 - demonstrate an understanding of the effects that clothing can have on social interaction;

FC2.02 - describe how clothing and some types of adornment affect group dynamics, group cohesion, and acceptance by the group.

Prior Knowledge & Skills

- Knowledge of clothing and fashion gained in Activities 1 and 2.

Planning Notes

The teacher should:

- provide students with a list of clothing value statements on an overhead or as a handout (T/L S 2);
- locate video, book VCR, preview video, and prepare discussion questions for video (T/L S 3);
- provide magazines for cutting, paper, glue, and scissors for students to create a collage (T/L S 4);
- provide magazines and catalogues for students to locate examples of unisex and gender-specific clothing (T/L S 4);
- see Planning Notes for Activity 4, which requires advance preparations by students.

Teaching/Learning Strategies

1. The teacher asks students to describe the clothing look currently in fashion for their peer group. The teacher records student descriptions on an overhead. Students record in their notebooks. The teacher poses the question “Does everyone in your peer group follow the same clothing look or style?” The teacher then asks students to describe the various clothing looks evident throughout the school and then records these ideas as an inventory list on an overhead.

Students are divided into equal groups. Each group is assigned an equal number of clothing looks from the inventory list. Groups discuss and record a description of the specific clothing and adornment practices (e.g., make-up, jewellery) that characterize each look on their list. Students present their descriptions to the class. The teacher records key descriptors for each look on inventory overhead.

Look	Clothing	Adornment

2. Students react personally to a list of clothing value statements given to them on an overhead or handout (e.g., I like to stand out in a crowd, I feel most comfortable wearing clothing similar to my friends, I believe that people judge you by what you wear, I believe that wearing brand-name clothing logos contributes to peer popularity). Students share their views in small groups or with the class.
3. Show a video on clothing choices as a discussion starter. Students recall and discuss situations in which they felt inappropriately dressed, giving consideration as to why they felt uncomfortable and what they did about it. The teacher leads a discussion of the positive and negative aspects of peer pressure on clothing choices (e.g., how and why brand names play an important role in determining status and popularity). Students record their thoughts on handout provided.

4. Students individually create a personal clothing collage using magazine pictures and, if available, using photographs or small objects. They represent their personal clothing and adornment style with pictorial or object examples. Students consider the following factors when designing the collage of their clothing style: adornment style, the effect of their clothing and adornment style on group dynamics and group cohesion, acceptance by the group, and statements they are trying to make with both their clothing and their adornments. This may be either done in class or for homework.
5. Students begin a personal clothing diary for use in Activity 4.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Notes (T/L S 1)	Criterion Referenced Checklist	Formative	Knowledge/Understanding
Express personal clothing values handout (T/L S 2 and 3)	Criterion Referenced Checklist	Formative	Thinking/Inquiry
Personal clothing collage (T/L S 4)	Criterion Referenced Checklist	Summative	Application
Explain significance of peer pressure and gender differences in clothing (Activity 6)	Test at end of unit	Summative	Knowledge/Understanding Communication

Accommodations

- Groups may be predetermined in order to meet the needs of all students.
- Provide template to assist students with note-taking.
- For student enrichment, students survey their peer group beyond their class regarding T/L S 1.
- For enrichment, students collate research results and present them to the class.
- For enrichment, the teacher directs students to find pictorial examples or to list examples from popular TV shows of clothing styles that are unisex (e.g., jeans) and those that are gender specific (e.g., formal wedding attire).

Resources

Print

Blum, D.E. *Best Dressed: Fashion from the Birth of Couture to Today*. Philadelphia Museum of Art, 1997. ISBN 0876331185

Crane, Diana. *Fashion and its Social Agendas: Class, Gender and Identity in Clothing*. University of Chicago Press, 2000. ISBN 0-226117987

De la Haye, A. and C. Dingwall. *Surfers, Soulies, Skinheads and Skaters: Sub-cultural Style from the Forties to the Eighties*. The Overlook Press, 1996. ISBN 0-879576895

Edwards, Tim. *Men in the Mirror: Men's Fashion, Masculinity and Consumer Fashion*. Cassell Academic Publishers, 1997. ISBN 0-304337897

Fischer, R. and L. Newcomb. *The Buzz on Fashion*. Liebhar-Friedman Publishers, 2000. ISBN 0-86308168

Horn, M.J. *The Second Skin: An Interdisciplinary Study of Clothing*. Houghton Mifflin Co., 1968. ISBN 0-395289742

McRobbie, Angela. *In the Culture Society: Art, Fashion and Popular Music*. Routledge, 1999. ISBN 0-415137500

Roetzel, B. *Gentlemen: A Timeless Fashion*. Konenmann Publishers, 1999. ISBN 3829020295
Steele, Valerie. *Fifty Years of Fashion: From New Look to Now*. Yale University Press, 1997.
ISBN 0-300087381

Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

Fashion trendsetter news – <http://www.fashion.at>

Progressive fashion magazine for men and women – <http://www.hintmag.com>

Audio/Video

Fashion and Clothing. Films for Social Sciences and the Humanities, 1998. Order number BVL10370.
53 min.

Fashion, Fads and Freedom. Learning Seed, 1999. Order number 245. 20 min.

The Way We Dress. Learning Seed. Order number 196. 24 min.

Appendices

Unit 1, Appendix 3 – Personal Clothing Collage, Criterion Referenced Checklist

Activity 4: Your Fashion Personality

Time: 240 minutes

Description

Social influences of clothing, first impressions, and how clothing creates stereotypical personality images are discussed. Using accessories, students create looks that portray a particular image to their peers. Students keep a diary of their personal clothing choices and analyse them. How to dress appropriately in a variety of situations to best reflect their personality will be explored. Students have the opportunity to personalize an item of clothing, and explain how this change reflects their personality. An image consultant speaks to the class, explaining how we express our personality through the clothing selections we make and how we should dress for an interview.

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing

Overall Expectations

FCV.02 - demonstrate an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel.

Specific Expectations

FC2.01 - describe how clothing affects body language, behaviour, grooming, and social etiquette;

FC2.03 - demonstrate an understanding of how clothing is selected to suit an individual's personality traits; to project a desired image; to reflect social role, age, and lifestyle; to satisfy the requirements of ceremonies and dress codes; and to reflect or mask self-concept and the need to attract attention or rebel;

FC2.04 - describe how the choice of clothing and adornments is affected by both personal considerations and external social factors.

Prior Knowledge & Skills

- Knowledge of clothing and fashion issues gained in previous activities.

Planning Notes

The teacher should:

- prior to this activity, ask students to keep a personal clothing diary for five days for analysis of clothing choices (T/L S 6);
- prepare a handout for students to record a personal clothing diary;
- if the board has a video agreement, then the teacher could select and preview several videos that demonstrate how clothing can misrepresent the personality of the wearer (T/L S 1);
- locate video, book VCR, preview video, and prepare discussion questions for video (T/L S 1);
- select magazine pictures of expressive faces, mount each picture, attach an envelope to the back of each picture, and prepare blank response cards (T/L S 2);
- prepare several brown bags, each containing clothing items to create a clothing look or image; each bag is different and should be as creative as possible. The purpose of the bag of clothing is to inspire students to use their imagination to create many different looks (T/L S 4);
- provide basic garment embellishments or instruct students to purchase needed supplies (T/L S 7);
- prepare information to students about safe use of sewing equipment (T/L S 7);
- provide a template for a hang-tag (a basic card stock manufacturers tag containing information such as: fibre content; garment care; guarantee/warranty specifics; information on the manufacturer, any other information the manufacturer wishes the consumer to know) (T/L S 7);
- invite an image consultant to be a guest speaker, if available (T/L S 8).

Teaching/Learning Strategies

1. In small groups, students brainstorm examples of current TV and film personalities whose clothing accurately reflects the role that they play. Show a video that reflects the relationship between roles and the use of clothing. The teacher leads a discussion of how clothing or costume design successfully contributes to the portrayal of personality attributes of film and TV characters and how clothing influences the behaviour of people.
2. Students work with a partner. Each pair is given a magazine picture of a person with a distinct facial expression that portrays evidence of personality. Each student is given several blank response cards. Both partners examine the picture. Each secretly records their first impression on one of the blank response cards and then inserts the response card into the envelope attached to the back of the picture. The picture is passed on to several different groups so that there are at least six different respondents to each picture. The teacher collects the pictures with attached response cards. One picture at a time, the teacher removes all cards, reads responses, and leads a discussion to collate similarity of first impressions.
3. The teacher asks students to recall and share a personal experience in which their first impression of someone was inaccurate and how they personally resolved this. The teacher directs students to devise stereotypical descriptions of a fashion model and a preschool teacher and leads a discussion of how stereotypical ideas can limit the perception of a person.
4. The teacher provides a different bag of assorted clothing to each group of students (see Planning Notes). Group members dress one student up with the contents of their bag to create specific images. Other groups guess the intended image. Students create as many different images as possible.
5. The teacher leads a discussion about the difference between verbal messages (e.g., words and tone) and non-verbal messages (e.g., clothing, grooming, body language, and manners), using examples of each.
6. Students are given a personal clothing diary handout in advance of this class. In the diary, they list clothing items worn each day and the reason for wearing each outfit. Students bring the completed diary to class. Students analyse their clothing choices, taking into consideration how the choices reflect their personality and lifestyle.

7. Students are instructed about safety procedures to be followed while sewing. Students are asked to bring to class a personal clothing item (e.g., t-shirt, hat, sweatshirt, jeans, backpack). The teacher and/or students provide supplies (e.g., fabric, thread, embroidery floss, fabric glue, buttons, fabric paint, fabric crayons) to personalize the items. Students create a hangtag to describe how this item reflects their personality.
8. The teacher invites an image consultant as a guest speaker to talk about how to dress for an interview and how to express yourself through your clothing.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Personal clothing diary and analysis (T/L S 6)	Anecdotal comments and checklist	Summative	Thinking/Inquiry
Personalized clothing item and hang-tag (T/L S 7)	Criterion Referenced Checklist	Summative	Application
Explain limitations of clothing perceptions (Activity 6)	Test at end of unit	Summative	Knowledge/Understanding Communication

Accommodations

- Provide a template for note taking.
- Groups may be predetermined in order to meet the needs of all students.
- Provide specialized equipment for students with special needs.
- For student enrichment, students complete a clothing diary for another person and prepare a personality and lifestyle analysis for this person.
- For enrichment, students prepare questions for the image consultant guest speaker.
- For enrichment, discuss how clothing that typically identifies ethnicity, race, and culture may create misleading personality stereotypes.
- For enrichment, students create an accessory item (e.g., hat, purse, scarf that reflects their own personality).

Resources

Print

Barnard, Malcolm. *Fashion as Communication*. Routledge, Chapman and Hall, 1996. ISBN 0-415111579

Engelmeier, Peter and Regine. *Fashion in Film*. MacMillan, 1990. ISBN 379131808X

Fox, Patty. *Star Style: Hollywood Legends as Fashion Icons*. Angel City, 1999. ISBN 1883318033

Hagey, Thomas. *Vague: The Fashion Parody*. Firefly Books, 1997. ISBN 1552090566

Horn, M.J. *The Second Skin: An Interdisciplinary Study of Clothing*. Houghton Mifflin Co., 1968. ISBN 0-395289742

Klein, Naomi. *No Logo: Taking Aim At The Brand Bullies*. Vintage Canada, 2000. ISBN 0-312203438

Lurie, A. *The Language of Clothes*. Vintage Books-Random House, 1981. ISBN 0-805062440

Watson, Linda. *Vogue: Twentieth Century Fashion*. Carlton Books Ltd., 2000. ISBN 1858688590

Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

Fashion cover models – <http://www.fashion.tripnet.se>

Celebrity fashion news – <http://www.fashiondish.com>

Audio/Video

Fashion and Clothing. Films for Social Sciences and the Humanities, 1998. Order number BVL10370. 53 min.

Fashion, Fads and Freedom. Learning Seed, 1999. Order number 245. 20 min.

The Way We Dress. Learning Seed. Order number 196. 24 min.

Appendices

Unit 1, Appendix 4 – Personalized Clothing Item Hang Tag, Criterion Referenced Checklist

Unit 1, Appendix 5 – Classroom Safety Rules for Fashion and Creative Expression

Activity 5: Clothing for Family Members

Time: 300 minutes

Description

Students investigate the influences of a family's lifestyle on the clothing needs of family members. Next, students examine their own family's clothing needs and explore a variety of ways to acquire clothing for their family. Finally, they demonstrate resourceful ways to recycle a non-useable clothing item (e.g., making a pencil case out of the cut-off legs of pants, shorts out of pants with worn-out knees, tie dying a stained T-shirt, etc.).

Strand(s) & Learning Expectations

Strand(s): Functions of Clothing, Research and Inquiry Skills

Overall Expectations

FCV.03 - identify the criteria used by families in making decisions and purchases;

ISV.01 - use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles.

Specific Expectations

FC3.01 - demonstrate an understanding of how various aspects of family life influence an individual's clothing choices;

FC3.02 - describe the ways in which families use their resources to meet clothing needs;

IS1.02 - demonstrate an understanding of the research methods used in the study of fashion.

Prior Knowledge & Skills

- Knowledge of clothing and fashion issues gained in previous activities.

Planning Notes

The teacher should:

- become familiar with factors that influence family clothing choices and with various methods of acquiring clothing;
- prepare a bubble diagram handout, pre-labelled with headings of each factor influencing clothing needs (T/L S 1);
- prepare an overhead chart to record students' key reasons for family wardrobe choices (T/L S 2);
- develop several family scenarios (describing family composition and lifestyle characteristics), ensuring that they reflect many different family situations within their community (T/L S 3);
- prepare a frequency tally chart format to record student responses for frequency of each method of acquiring clothes (T/L S 4);

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- prepare a list of clothing situations for groups to solve, ensuring that they reflect different family situations and families within their community (T/L S 7);
 - prepare information for students regarding safety procedures when using sewing equipment (T/L S 8);
 - be able to assist students with clothing construction techniques in order for them to be able to repair or remake clothing (T/L S 8);
 - organize sewing equipment to ensure safety of students (T/L S 8);
 - provide students with or instruct students to bring the supplies necessary for repairing or remaking a personal clothing item (T/L S 8).

Teaching/Learning Strategies

1. Students complete a bubble diagram that describes their own family's clothing needs. Each bubble contains one of the factors that influence clothing needs (e.g., family structure, occupation/role, family values, lifestyle activities/interests, special needs of family members, and location of family). Students complete the bubble diagram by giving two different examples, specific to their family, for each factor.
2. Students are asked to visualize the wardrobe of two different family members (e.g., themselves and one other). Each student analyses the two wardrobes, giving reasons for the clothing choices of each person, using the above factors as headings. The teacher records key reasons from students' ideas under each heading on an overhead chart. The teacher leads a discussion on how occupation, family role, and lifestyle influence clothing decisions.
3. The teacher creates several family scenarios describing family composition and main lifestyle characteristics. There should be an attempt to have a wide variety of family types (e.g., A couple with two children; she is a teacher, he is a dentist; the children are 7 and 10 years of age. The whole family likes to skate and cross-country ski. Single mother with two children aged 2 and 4, who attend the local day-care centre and enjoy outings to the local park. College/university student on a tight budget, who likes to ride a bike. Single father of a twelve-year-old son who enjoys snow boarding in the winter and skate boarding in the summer). Divide the class into small groups. Assign each a different scenario. Student groups devise a clothing list for their scenario considering occupation, family role, and lifestyle. Students present their clothing ideas to the class, giving reasons for their choices.
4. Students list the last ten items of clothing that they have acquired, including outfits worn on special occasions. Students brainstorm different ways of acquiring clothing (e.g., new purchase, gift, second hand, hand-me-down, borrowed or shared, hand-made, rental). Students analyse their list of ten clothing items, indicating how each one was acquired. The teacher records a frequency tally for each way of acquiring clothing and leads a discussion of class trends.
5. The teacher leads a discussion of the lifestyle advantages and disadvantages of different ways of acquiring clothing (e.g., going to the mall, mail-order, Internet shopping, discount store, Salvation Army, Goodwill, factory outlet, hand-me-downs, etc.).

6. Students investigate different ways to acquire a dress or suit for the upcoming prom. Through Internet searches, print advertising, or visits to local suppliers, students collect information as to the cost, availability, convenience, and other considerations of each way. Students select one preferred method of acquiring their outfit and write a one-page rationale for this choice. Students submit their research in the form of a comparison chart showing their investigation. Students make a 3- to 5-minute report of their findings to the class.

Outfit	Method 1	Method 2	Method 3	Method 4
	Cost: Availability: Convenience: Other:	Cost: Availability: Convenience: Other:	Cost: Availability: Convenience: Other:	Cost: Availability: Convenience: Other:

7. The teacher provides a list of clothing situations in which each clothing item is no longer useful (e.g., black T-shirt has faded but is in good condition; jeans with a broken zipper; jeans with a stain below the knee, etc.). In groups, students brainstorm creative solutions to recycling each clothing item.
8. In preparation for practical activities, the teacher teaches students safety procedures. The teacher distributes list of safety rules (Unit 1, Appendix 5) and posts a copy in the classroom. Each student brings in a personal or family clothing item that no longer meets the needs of a family member. Each student decides on an appropriate, low-cost solution to make this item useful for a family member and obtains the materials to implement the solution. Students complete this project at school.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Cost and availability comparison research assignment (T/L S 5)	Rubric	Summative	Thinking/Inquiry
Recycle a personal clothing item (T/L S 7)	Criterion Referenced Checklist	Summative	Application
Explain how family clothing decisions are influenced by occupation and lifestyle (Act. 6)	Test at end of unit	Summative	Knowledge/Understanding Application Communication

Accommodations

- Provide templates for written work.
- Groups may be predetermined in order to meet the needs of all students.
- Provide specialized equipment to students with special needs (e.g., sewing machines that are controlled by hand, left-handed equipment, wheelchair-accessible equipment, etc.).
- The assignment (T/L S 6) is altered so the student researches only two ways to acquire an outfit or increased time is allowed in order to accommodate special learning needs.
- For students who cannot obtain an item of clothing to recycle, fabric scraps may be substituted.
- For enrichment, students research their own family clothing budget and family clothing consumer practices, and then they write a report.
- For enrichment, using the family scenarios from T/L S 3, students do a mock purchase using the Internet to select one outfit per family member for one occasion, keeping within budget. Students record their choices and present findings to the class.

Resources

Print

Fiore, A.M. and A. Kimie. *Understanding Aesthetics: For the Merchandising and Design Professional*. Fairchild Publications, 1997. ISBN 1563670828

Horn, M.J. *The Second Skin: An Interdisciplinary Study of Clothing*. Houghton Mifflin Co., 1968. ISBN 0-395289742

Kefgen, M. and P. Touchie-Specht. *Individuality in Clothing Selection and Personal Appearance: A Guide for the Consumer*, 4th ed. New York: Macmillan Publishing Co., 1986. ISBN 0-130116378

Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

Guide to shopping on the net – <http://www.fashion.net>

Appendices

Unit 1, Appendix 5 – Classroom Safety Rules for Fashion and Creative Expression

Activity 6: Investigating the Psychology of Fashion

Time: 240 minutes

Description

Students are divided into small groups. Individually, students complete one of the following assignments within their group: investigate peer opinions regarding school uniforms and create potential uniform designs; research a clothing self-adornment tradition; or gather information regarding clothing etiquette. Each student is responsible for publishing his/her research results in an appropriate format.

Strand(s) & Learning Expectations

Strand(s): Research and Inquiry Skills

Overall Expectations

ISV.01 - use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;

ISV.04 - communicate the results of their inquiries effectively.

Specific Expectations

IS1.01 - correctly use terminology related to fashion, clothing, and textiles;

IS2.01 - formulate appropriate research questions to frame their inquiries;

IS2.03 - interpret charts, graphs, and statistical data presented in the literature and produce graphs and charts to organize information gathered through their research;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

- Experience gathering data by using a questionnaire;
- Knowledge of clothing and fashion issues gained in previous units.

Planning Notes

The teacher should:

- gather or prepare support materials to help students appropriately design a questionnaire (T/L S 1);
- prepare a frequency tally chart on an overhead to collect and collate student (T/L S 2);
- prepare a template to develop a chart and a graph (T/L S 2);

- prepare a list of historical self-adornment traditions and direct students to do research investigation (T/L S 3);
- gather examples of newspaper articles to exemplify the writing style to be used for the article on self-adornment practice (T/L S 4);
- where available, book computer lab for students to publish the results of research activities (T/L S 5);
- arrange suitable distribution or a display area for the newsletter and uniform design ideas (T/L S 6);
- prepare an end-of-unit test and make arrangements for students with special needs to complete the test (T/L S 7).

Teaching/Learning Strategies

1. The teacher explains the fashion newsletter project to the class. Students are required to complete one aspect of the research to compile a fashion newsletter for their school. Each group designs research questions, completes research, and communicates the results of their research in an appropriate manner for their activity (see Groups A, B, and C). Students are given class time to develop the questions and do research. They complete the written component of the assignment at home or at school depending on time available.
2. **Group A**
 - The teacher assists students in designing a short questionnaire to survey their peers about wearing a school uniform (e.g., Are you in favour of a school uniform? Does a uniform increase school spirit? Does a uniform stifle individuality? What uniform design do you prefer?).
 - Each student polls five peers (not in the class). The teacher assists students in collating results and in preparing charts and graphs to illustrate the data (ideally they should be computer-generated).
 - The teacher leads a class discussion of the results in order to draw conclusions about the importance of individuality vs. conformity.
 - Using response ideas in small groups, students design several versions of a school uniform for male and female students. This work is best done on a computer.
3. **Group B**
 - Students research a historical self-adornment tradition practised by a particular culture.
 - Their investigations should question how the adornment was used as a means of protection, modesty, identification, status, decoration, or observance of ritual.
 - Students also determine whether this tradition exists in the same or some other form today.
 - Results are written as a short newspaper-style article with an interesting title.
4. **Group C**
 - Students reflect on a personal experience of selecting clothing for a specific occasion.
 - They come up with a series of questions relating to their clothing situation. Students then write Advice Column letters, based on their questions, asking for advice on what to wear.
 - Students exchange letters.
 - They research the responses using a variety of sources (e.g., parent, grandparent, personnel manager, image consultant, wedding consultant, etc.) and write appropriate responses.
5. Each group compiles all individual submissions from group members. Students access software and publishing packages within the school to word process their work. Groups ensure that they are using a variety of methods for reporting their information within the group. All submissions are published in a class-produced fashion newsletter. The newsletter could be displayed for students outside of the class in the Library/Resource Centre, in a school showcase, or on a bulletin board.
6. Students receive a copy of the newsletter. They comment on at least one article from each group.
7. Students write an end-of-unit test.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Newspaper article (T/L S 5)	Criterion Referenced Checklist	Summative	Thinking/Inquiry Communication Application
Comments on newspaper articles (T/L S 6)	Criterion Referenced Checklist	Summative	Knowledge/Understanding
Unit Test (T/L S 7)	Unit Test	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

Accommodations

- Students could be divided into three groups and each group could complete one of the first three strategies, culminating with T/L S 5.
- Groups may be predetermined in order to meet the needs of all students.
- Provide organizational charts for collating research data.
- Provide a list of research materials or actual sources for students doing research.
- Provide a template for collecting research information.
- Provide alternatives to written tests (e.g., a scribe, allow students to word process answers).
- For enrichment, students become layout editors for the newsletter design and marketing agents for the product.
- For enrichment, the teacher assists students in designing a short questionnaire to survey peer shopping habits (e.g., use of Internet shopping vs. shopping in person by various means; determining the impact of lifestyle, budget, time, and personal preference on method of shopping). Each student polls five different peers (not in class) and brings the results to class. Students collate their results, prepare simple charts and graphs, and draw conclusions about the impact of technology and lifestyle variables on the purchasing patterns of peers.
- For enrichment, students prepare an electronic presentation of their findings.

Resources

Print

Becker, Vivienne. *Fabulous Costume Jewellery: History of Fantasy and Fashion in Jewels*. Schiffer Publisher, 1993. ISBN 0-887405312

Boucher, F. and Y. Deslandres. *Twenty Thousand Years of Fashion: The History of Costume and Personal Adornment*. Harry N Abrams Inc., 1987. ISBN 0-810916932

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Wolfe, M. *Fashion*. Goodheart-Willcox Co. Inc., 1997. ISBN 0-870067273

Websites

Costume reference site – <http://www.marquise.de/webring/costumering.html>

<http://www.pconline.com/~tomdolan/costume/costume1.htm>

Victorian fashions – <http://www.teasociety.com/victorian>

Unit 1, Appendix 1

Historical Research Assignment Criterion Referenced Checklist

Focus	Criterion	Level			
		1	2	3	4
Description of clothing appropriate for royalty, cleric, noble person	Thoroughly and accurately describes clothing appropriate for social class				
Description of clothing appropriate for common people	Thoroughly and accurately describes clothing appropriate for social class				
Explanation for differences in clothing between classes	Comprehensive explanation of differences in clothing worn Comprehensive explanation of reasons for differences in clothing worn				
Sketch of clothing for royalty, cleric, noble person	Shows clothing appropriate for social class Difference between costumes is visually apparent Colour is used to show differences in social class				
Sketch of clothing for common people	Illustrates clothing appropriate for social class Difference between costumes is visually apparent Colour is used to show differences in social class				
Organization of information	Main points of information are clear and concise Logical and sequential organization References cited in appropriate manner				

Overall Level of Achievement: ____

Comments/Next Steps:

Unit 1, Appendix 2

Guidelines for Special Occasions Criterion Referenced Checklist

Focus	Criterion	Level			
		1	2	3	4
Special occasions	Numerous occasions listed to give students a broad understanding of differences in clothing needs				
Description of appropriate clothing	Thorough and accurate description of suitable clothing for females for each occasion listed Thorough and accurate description of suitable clothing for males for each occasion listed				
Description of criteria to use for each occasion	Criteria are thorough and descriptive enough to enable a complete understanding of required clothing to suit the situation				

Overall Level of Achievement: _____

Comments/Next Steps: _____

Unit 1, Appendix 3

Personal Clothing Collage Criterion Referenced Checklist

Focus	Criterion	Level			
		1	2	3	4
Clothing style	Collage illustrates a style of clothing representative of the student				
Adornment style	Collage shows an adornment style that is representative of the student				
Effect on group dynamics	Thorough explanation of how his/her clothing and adornment styles affect group dynamics				
Effect on group cohesion	Thorough explanation of how his/her clothing and adornment styles affect group cohesion				
Effect on acceptance by the group	Thoroughly describes how his/her clothing and adornment styles affect his/her acceptance by the group				
What statements clothing and adornment makes about the author	Concisely explains what statements his/her clothing makes about him/her Concisely explains what statements his/her clothing makes about him/her				

Overall Level of Achievement: _____

Comments/Next Steps: _____

Unit 1, Appendix 4

Personalized Clothing Item Hangtag Criterion Referenced Checklist

Focus	Criterion	Level			
		1	2	3	4
Reflects personality traits	Concisely and thoroughly explains how personalization reflects his/her personality traits				
Reflects desired image	Concisely and thoroughly explains how personalization reflects his/her desired image				
Reflects lifestyle	Thoroughly describes how personalization reflects his/her lifestyle				
Reflects social role	Thoroughly describes how personalization reflects his/her social role				
Reflects age	Concisely and thoroughly describes how personalization reflects his/her age				

Overall Level of Achievement: ____

Comments/Next Steps:

Unit 1, Appendix 5

Classroom Safety Rules for Fashion and Creative Expression

1. Store sewing pins and needles in a closed container, a pincushion, or cardboard folder.
2. Store scissors, when not in use, in a padded cloth envelope or closed container.
3. Never point sharp objects (scissors, pins) at anyone. Do not leave them on a table edge or chair seat when not in use. If walking, carry scissors with the point down towards the floor.
4. Use an iron on a padded ironing board only; place it close to the wall and an outlet, with the cord hanging between the ironing board and the wall.
5. Use a hot iron with extreme caution. Keep the iron away from fingers and other body parts.
6. Do not leave a hot iron unattended. Always unplug the iron when not in use.
7. When operating a sewing machine or serger, switch the power on only when in use. Always turn off the power when the machine is not in use. Always sit on a suitable stool or chair, squarely in front of the machine, with correct distance to use the controls. Be sure that the machine and seat are at the correct height for operating the machine safely.
8. Check all control settings before operating the machine.
9. Always be aware of the up and down movement of the needle and do not turn your attention from the machine while it is running.
10. Check instruction manual for correct threading procedure.
11. Never pull hard on the fabric or thread or in any way try to force the machine to sew.
12. Do not sew over pins.
13. If the fabric does not feed through, turn off the power and consult the teacher.
14. When using the foot control, keep the floor clear to prevent the machine being started inadvertently.
15. At the first sign of trouble, turn machine off, wait until it completely stops, and then call the teacher.

Unit 5: Canadian and Global Influences and the Textile and Fashion Industries

Time: 25 hours

Unit Description

In this unit, students learn to respect the environment and use resources wisely by becoming aware of how the textile industry affects the environment. Students identify job opportunities in the fashion field and identify possible unsafe working conditions related to various occupations. Students work towards promoting a just and compassionate society by suggesting solutions to resolve unsafe working conditions. Through research, global issues, such as child labour, working conditions, just pay, sweatshops, and “the labour behind the label”, are examined to increase awareness of the issues within the fashion industry. Students demonstrate respect for the dignity and welfare of others in relation to global issues.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: Textile Industry: Becoming Stewards of the Earth	5 hours	TEV.03, TE2.04 CGE3f, 7i	Knowledge/ Understanding Communication Application	Group work Web design Class discussion Poster or pamphlet
2: Textile and Fashion Careers: Ensuring Safety for Workers	3 hours	AIV.03, AI3.02 CGE3c	Knowledge/ Understanding Thinking/Inquiry Communication	View video Class career activity Group work Presentation
3: Designers of the World	6 hours	AIV.05, ISV.02, AI5.01, AI5.03, IS3.02 CGE7f, 7g	Thinking/Inquiry Communication Application	Group work Research Presentation Written response
4: Canadian and Global Issues: Reaching Out	11 hours	AIV.04, ISV.01, ISV.02, ISV.03, AI4.04, IS1.01, IS2.04, IS2.05 CGE2b, 2c, 4a, 4c, 5b	Thinking/Inquiry Communication Application	Class discussion Socratic lesson Research Presentation

Unit Planning Notes

The teacher should:

- locate teaching and classroom resources for each activity;
- prepare assessment and evaluation tools (e.g., checklist, rubric, etc.);
- prepare Socratic lessons;
- book computer or computer lab time for Activities 1, 2, 3 and 4.

Teacher Awareness

- Ensure that the school policies for Internet use are followed.
- Be aware of ethno-cultural diversity when selecting and preparing resources for this unit.
- Consider Special Education accommodations required to meet the needs of exceptional students (IEP).
- Consider accommodations for ESL students.

Activity 1: Textile Industry: Becoming Stewards of the Earth

Time: 300 minutes

Description

Students become aware of how the textile industry affects our environment by reading about the various industries and engaging in group discussions. As Catholics, they have the opportunity to suggest ways of respecting the environment by using and disposing of textile care products wisely. As stewards of the earth, students produce a poster or pamphlet to communicate ways to help reduce damaging effects to the environment (e.g., recycle, reuse, buy detergent in paper container rather than plastic, etc.).

Strand(s) & Learning Expectations

Strand(s): Textiles

Overall Expectations

TEV.03 - explain the role of the environment in relation to the textile industry, and describe how the textile industry affects the environment.

Specific Expectations

TE2.04 - describe the environmental impact of the use and disposal of care products (e.g., dry-cleaning solvents, soaps, detergents, bleaches, dyes, moth balls) and identify methods used to reduce damaging effects.

Ontario Catholic School Graduate Expectations

CGE3f - a reflective and creative thinker who examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE7i - a responsible citizen who respects the environment and uses resources wisely.

Prior Knowledge & Skills

- Mind mapping technique
- Knowledge of environmental issues (Grade 9 Geography and Science)
- Group skills
- 3 Rs - Reuse, Recycle, Reduce
- Computer skills
- Research skills
- Note taking skills
- School policies for Internet use

Planning Notes

The teacher should:

- read the listed resources to become familiar with teaching/learning strategies;
- prepare cards for every two people in the class with the following two quotes:
 - Quote 1 defines stewards of the earth (*Building Catholic Character*, 1998) This quote must be written on all the cards.
 - Quote 2 is a bible passage explaining about being stewards of the earth. On half of the cards, along with the definition of stewards of the earth, write the quote from Genesis 1:27-31 and on the other half write the quote from I Corinthians 3:16-17;

- prepare four to seven folders, depending on the size and number of groups in your class, with information about textile industries such as dry cleaning, textile screen printing, manufacturers of fabric, yarn dyeing, yarn manufacturing, leather manufacturing, and fur industry. Each folder should have a different textile industry. Information about the industries can be obtained from the websites listed in Resources. The information must focus on how the industry affects the environment and what the industry is doing to change any damaging affects to the environment;
- book a computer lab for students to complete T/L S 6;
- prepare a list of websites and provide print material that explains effect of chemicals on the environment to help students with T/L S 6 (refer to Science Department and Resources);
- prepare a checklist to assess the chart (Textile Care Products and the Environment) in T/L S 6;
- prepare a rubric to assess the poster or pamphlet in T/L S 7.

Teaching/Learning Strategies

1. The teacher divides students into groups of two or three and gives each group a card with the quotes regarding stewards of the earth. Each group:
 - reads Quote 1;
 - defines stewards of the earth;
 - reads Quote 2;
 - explains what the bible passage is telling us to do as stewards of the earth.
 Groups record answers. As a class, the teacher and students discuss each of the groups responses.
2. The class discussion is summarized by creating a web. The teacher writes the following question in the centre of the web:
 - As stewards of the earth, what parts of the environment are we asked to protect?
 The teacher records student responses on the web (energy, air, water, noise, land, etc.). Students copy the web into their notebooks.
3. The teacher gives each group a folder with information about a textile industry. Each group reads the information in the folder and describes how the textile industry affects the different parts of our environment illustrated on the web. Students record their response. The teacher walks around to each group to ensure they are on task and provides help when needed.
4. Each group presents the following to the class:
 - name of the assigned textile industry;
 - a description of how the industry affects the environment.
 The teacher records answers by adding to the web. Students add to the web in their notebook.
5. The teacher asks the class the following question:
 - As Catholics, we are called to be stewards of the earth, thus how can the textile industry protect our environment?
 Students take notes.
6. In taking care of our garments, we as consumers may be doing harm to our environment. The teacher reviews the 3 Rs with students. Students create a chart entitled: Textile Care Products and the Environment. Students record the following information on the chart:
 - List the textile care products used by consumers and the textile industry.
 - Describe the environmental impact in the use and disposal of the textile care product.
 - For each product identify ways you can help reduce the damaging effects on the environment.
 Students use websites or print material provided by the teacher to help find environmental impact.
7. Students, in groups of two or three, design a poster or pamphlet that does the following:
 - Inform the school community as to how the textile industry and we as consumers are damaging the environment.
 - Inform the school community as to how they can help by becoming good stewards of the earth.
 Posters and pamphlets are displayed around the school.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Web	Check for completeness	Formative	Knowledge/Understanding
Chart: Textile Care Products and the Environment	Checklist	Summative	Knowledge/Understanding Communication Application
Poster or Pamphlet	Rubric	Summative	Knowledge/Understanding Communication Application

Accommodations

- Have groups read aloud the information in the folder.
- Design poster or pamphlet using pictures.
- Record all answers on a tape recorder.
- For enrichment, students prepare an electronic presentation for T/L S 7 that is presented at a school assembly, mass, or during lunch periods.

Resources

Print

Ahlers, Julia and Michael Wilt. *Christian Justice*. USA: St. Mary's Press, 1995. ISBN 0-88489-330-8
The Bible. New Revised Standard Version.

Elkington, John and Julia Hailes. *Manual 2000: The Ethical Consumer Guide*. Canada: Key Porter Books, 1998. ISBN 1-55263-013-7

Glosson, Linda, et al. *Creative Living*. USA: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642749-4

Gustafson, Janie, PH.D. *Building Catholic Character*. USA: Ava Maria Press, Inc., 1998.
ISBN 0-87793-642-0

Rinzler, Carol-Ann. *Consumers' Brand-Name Guide to Household Products*. New York: Lippincott and Crowell, Publishers, 1980. ISBN 0-690-01762-6

Showell, S. Michael. *Powdered Detergents*. New York: Marcel Dekker, Inc., 1998. ISBN 0-8247-9988-7
The Soap and Detergent Association. *Cleaning Products... In Our Homes, In Our Environment*. Ohio: The Soap and Detergent Association, 1992.

Stone, Elaine. *Fashion Merchandising: An Introduction*. USA: McGraw-Hill, Inc., 1990.
ISBN 0-07-061744-9

Weber, Jeanette. *Clothing: Fashion, Fabrics, Construction*. USA: Glencoe/McGraw-Hill, 1997.
ISBN 0-02-647605-3

Websites

Information on Apparel Industry – <http://www.apparelsearch.com>

<http://es.epa.gov/oeca/sector/index.html#text>

<http://www.p2pays.org/ref/02/01099.htm>

<http://www.p2pays.org/ref/02/01091.pdf>

<http://www.greenpeaceusa.org/media/factsheet/wetcleanlist.htm>

<http://www.epa.gov/dfe/garment/garment.html>

<http://www3.ec.gc.ca>

<http://www.ec.gc.ca>
<http://www.ene.gov.on.ca>
<http://agri.gov.ns.ca>

Activity 2: Textile and Fashion Careers: Ensuring Safety for Workers

Time: 180 minutes

Description

Students become aware of career possibilities in the textile production and fashion field. In a group discussion, they identify some of the unsafe conditions related to various careers in the field. In examining government legislation, associations, and unions, students become informed of protection available to workers.

Strand(s) & Learning Expectations

Strand(s): The Apparel Industry

Overall Expectations

AIV.03 - identify occupational opportunities in the fashion field.

Specific Expectations

AI3.02 - identify possible hazards related to occupations in textile production or fashion, and the protections available to workers in these fields (e.g., Occupational Health and Safety Legislation, Workplace Hazardous Materials Information System, Industrial Ladies' Garment Workers' Union).

Ontario Catholic School Graduate Expectations

CGE3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

Prior Knowledge & Skills

- Group skills
- Verbal communication skills
- Computer skills
- School policies for Internet use
- Research skills

Planning Notes

The teacher should:

- obtain a videotape on the production of a garment;
- when assigning T/L S 2, the teacher must instruct students to select three careers so that if their first choice has already been mentioned in the group activity, they can refer to their other options;
- bring in a garment (pants, shirt, hat etc.) to be used in T/L S 2 and 3;
- prepare four to six folders, each containing all of the following information:
 - Employment Standard Act;
 - Workers' Compensation Act;
 - Occupational Health and Safety Legislation;
 - Workplace Hazardous Materials Information System (WHMIS);
 - Industrial Ladies' Garment Workers' Union;**OR**

- book a speaker from a government or other organization that addresses employment standards, workers compensation, WHMIS, and safety of the worker in the fashion and apparel industry, replacing T/L S 4;
- book computer lab and provide textbooks with career descriptions (refer to Appendix 1 for a list of careers);
- prepare Socratic lesson explaining how to make connections between career tasks and associated hazards (e.g., use of a machine - related hazards: noise, repetitive strain, poor lighting, posture);
- develop marking scheme and a rubric for assessment.

Teaching/Learning Strategies

1. Students view a video on production of a garment. While viewing, students take notes on a list of possible careers that are involved in the making of a garment and protection available to workers. As a class, discuss answers.
2. The teacher holds up a garment (e.g., pants, shirt, or coat). On a piece of paper, students record three careers that may have been involved in making the garment, from raw materials to the point of purchase. The teacher may need to prompt students to ensure a variety of career options have been identified. See Appendix 1 for a list of careers.
3. The teacher holds the garment and asks each student to state the first career they had listed. If their first career has already been stated, then the student states their second or third career choices. If the career took place before the garment was finished, the student stands on the right-hand side of the teacher. If the career took place after the garment was made, they stand on the left-hand side of the teacher. Once the whole class is standing, the class must make sure they are standing in the correct order based on the creation of the garment. Students then explain the importance of his or her career.
4. A speaker from a government or other organization addresses safety of the worker in the fashion and apparel industry.

OR

The teacher conducts a Socratic lesson explaining how to make connections between career tasks and associated hazards.

The teacher then organizes students into groups of three to five and gives each group a folder with information about protection available to workers in the textile production or fashion field. In their groups, each student creates a chart titled 'Hazards Related to Careers in the Fashion and Apparel Industry' with three columns. In column one, the groups list the careers that they each represented in T/L S 3. In column two, the groups discuss and record possible hazards involved in each listed career. In column three, the groups record the protections available to workers in these fields. Groups may need to access information regarding careers using websites, a career program CD, or a text. In column three, the group is to read the information in the folder and identify the protections available to the workers. The teacher circulates around the room to ensure that students stay on task and assists with any questions. Each group presents one chart to the class.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Chart on: Hazards Related to Careers in the Fashion and Apparel Industry	Check for completeness	Summative	Knowledge/Understanding Communication
Group Presentation of Chart	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication

Accommodations

- Record answers for the group on a computer.
- Use overheads for group charts so students can hear and/or read the information.
- View videos on different careers in the fashion field.
- Students can organize a panel discussion with two panels: one of people with different careers in the fashion field and the other of people in organizations that protect workers.

Resources

Print

Directory of Canadian Apparel and Textile Educational Programs. Canadian Apparel Federation, 1994. ISBN 0-9698047-0-9

Dolber, Roslyn. *Fashion Careers*. USA: NTC Publishing Group, 1993. ISBN 0-8442-4022-2

Government of Ontario, Canada. *Employment Standards Act*. Canada: Queen's Printer for Ontario, 1997.

Weber, Jeanette. *Clothing: Fashion, Fabric, Construction*. USA: Glencoe/McGraw-Hill, 1997. ISBN 0-02-647605-3

Wolfe, Mary. *Fashion*. USA: The Goodheart-Willcox Company, Inc., 1989. ISBN 0-87006-727-3

Websites

Apparel and Fashion Employment – <http://www.apparelsearch.com/employment.htm>

Canada Work Info Net – <http://workinfont.net.ca>

Canadian Apparel Federation – <http://www.apparel.ca>

Canadian Centre for Occupational Health and Safety – <http://www.ccohs.ca>

Canadian Career Page – <http://www.canadiancareers.com>

Campus Worklink and NGR – <http://ngr.schoolnet.ca>

Career Gateway – www.edu.gov.on.ca/eng/career

Career Cruising – <http://www.careercruising.com>

College Career Path – <http://www.careers.ocas.on.ca>

Industrial Accident Prevention Association – <http://www.iapa.on.ca>

Job Futures – <http://www11.hrdc-drhc.gc/jobfutures/>

Leather Industry: Occupational Health and Safety Issues –
<http://www.unido.org/ssites/env/sectors/sectors43ai.html>

Ministry of Labour – <http://www.gov.on.ca>

Worker Health and Safety Centre – <http://www.whsc.on.ca>

Virtual Reference Library – <http://vrl.tpl.toronto.on.ca>

Video

Dannaher, Brendan. *Clothing Design and Manufacture: How Clothes are Designed, Manufactured and Sold*. BC: Classroom Video, 1997. 20 min.

Appendices

Unit 5, Appendix 1 – Careers in the Fashion, Textile, and Apparel Industries

Activity 3: Designers of the World

Time: 360 minutes

Description

In groups, students research fashion designers around the world. In addition, they discuss the contributions of various countries to the apparel industry. Students become aware of the diversity of fashion in today's society. Through an analysis of statistics and facts, students demonstrate an understanding of Canada's place in the international fashion, apparel, and textile industries.

Strand(s) & Learning Expectations

Strand(s): The Apparel Industry

Overall Expectations

AIV.05 - summarize the contributions of various countries to the apparel industry;

ISV.02 - use a variety of print and electronic sources and telecommunications tools in conducting research.

Specific Expectations

AI5.01 - assess the contribution of fashion designers from around the world (e.g., Coco Chanel, Oleg Cassini, Karl Lagerfeld, Yves St. Laurent, Calvin Klein, Hanae Mori);

AI5.03 - demonstrate an understanding of Canada's place in the international fashion, apparel, and textile industry;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Ontario Catholic School Graduate Expectations

CGE7f - a responsible citizen who respects and affirms the diversity and interdependence of the world's people and cultures;

CGE7g - a responsible citizen who respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Group skills
- Research skills
- Computer skills
- School policies for Internet use

Planning Notes

The teacher should:

- book computer lab to conduct research on designers;
- address misconceptions related to the contributions to the apparel industry from around the world;
- purchase books and magazines that have information on designers;
- prepare Socratic lesson on Canada's place in the international fashion, apparel, and textile industries. Information can be obtained from *The World of Fashion Merchandizing*, Oxfam Canada, and Statistics Canada and should include:
 - hourly wages;
 - the amount of textiles and apparel produced here in Canada;
 - the amount of textiles and apparel imported and exported;
 - what is imported and exported;
 - fashion industries in Canada;

- number of people that work in the industry;
- Canada's contributions to the international apparel industry;
- explanation of whether or not the Canadian apparel industry meets the needs of all people;
- develop marking scheme, checklist, and rubric for assessment.

Teaching/Learning Strategies

1. The teacher gives each student a map of the world. Students read about Fashion Merchandizing. On the map, students summarize the contribution(s) to the apparel industry from the countries mentioned. The teacher summarizes contributions of the individual countries by asking students to share their findings. The teacher records their response on a master map posted on a bulletin board or wall (see Resources).
2. Students select and conduct research on a designer from one of the countries identified on the map. The teacher must ensure that a variety of countries are represented and each student has selected a different designer. Students find the following information on the designer:
 - a. What type of garments does the designer make?
 - b. What kind of materials do they use to make their design?
 - c. What is the price range for the designer's garments?
 - d. What is their inspiration when creating garment designs?
 - e. For whom do they design?
 - f. Have their designs become popular around the world?
 - g. What contribution(s) did the designer make to the fashion apparel industry?
 - h. Explain why it is difficult to become a world-renowned designer.

Students can use the Internet, books, and/or fashion magazines to find information. Students record the information on the fashion designer and present their findings to the class.

Students add the name of the designer they researched, along with their contribution(s) to the apparel industry in their country, to the master map. The teacher evaluates student presentations.
3. The teacher conducts a Socratic lesson on Canada's place in the international fashion, apparel, and textile industries. Students take notes.
4. Students analyse the statistics and facts presented in the Socratic lesson to explain Canada's place in the international fashion, apparel, and textile industries in a one-page written response.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Designer Presentation	Criterion based Checklist	Summative	Thinking/Inquiry Communication
Map	Check list	Summative	Thinking/Inquiry Communication
Explanation of Canada's place in the international fashion, apparel, and textile industries	Rubric	Summative	Communication Application

Accommodations

- Students may prepare an electronic presentation on designers.
- Have students view videos on designers.
- Students prepare a video presentation on the designer.

Resources

Print

Buxbaum, Gerda. *Icons of Fashion: The 20th-Century*. Germany: Prestel Verlag, 1999.

ISBN 3-7913-2161-7

Campaigner. Oxfam Canada, Fall 2000.

Martin, Richard. *The St. James Fashion Encyclopaedia*. USA: Visible Ink, 1997. ISBN 0-7876-1036-4

Stegemeyer, Anne. *Who's Who in Fashion*. New York: Fairchild Publications, 1996.

ISBN 1-56365-040-2

Stone, Elaine. *Fashion Merchandising: An Introduction*. USA: McGraw-Hill, Inc., 1990.

Stop Sweatshops: an Education Action Kit. Maquila Solidarity Network, Spring, 2000.

ISBN 0-07-061744-9

Weber, Jeanette. *Clothing: Fashion, Fabrics, Construction*. USA: Glencoe/McGraw-Hill, 1997.

ISBN 0-02-647605-3

Wolfe, Mary. *The World of Fashion Merchandizing*. USA: The Goodheart-Willcox Company, Inc., 1998.

ISBN 1-56637-451-0

Magazines

Canadian Living

Chatelaine

Ebony

Elle

Flare

Gentleman's Quarterly

Glamour

Images

Marie Claire

Seventeen

Stockholm New, No. 10 2000

Vogue

Websites

Fashion Designers – <http://fashion.about.com/msub4.htm>

Fashion Houses – <http://www.123world.com/fashions>

Flare On-line – <http://www.flare.com>

Maquila Solidarity Network – <http://www.web.net/~msn>

Oxfam Canada – <http://www.Oxfam.ca>

Statistics Canada – <http://www.statcan.ca>

Activity 4: Canadian and Global Issues: Reaching Out

Time: 660 minutes

Description

Through research, students analyse the impact of the clothing industry on society as well as societal influences on the clothing industry. Students also examine Catholic social teaching to become aware of the rights every worker should have to maintain the dignity of the human person. Students then critically examine whether or not the apparel industry provides for the rights of the worker.

Strand(s) & Learning Expectations

Strand(s): The Apparel Industry, Research and Inquiry Skills

Overall Expectations

AIV.04 - analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

ISV.01 - use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;

ISV.02 - use a variety of print and electronic sources and telecommunications tools in conducting research;

ISV.03 - correctly use terminology associated with fashion, clothing, and textiles.

Specific Expectations

AI4.04 - evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by computerization and new technologies, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry, and the hiring of skilled and unskilled immigrant labour;

IS1.01 - correctly use terminology related to fashion, clothing, and textiles (e.g., *fibre, primary and secondary fashion markets, style, fad*);

IS2.04 - evaluate information to determine its validity and reliability;

IS2.05 - differentiate between research evidence and opinion.

Ontario Catholic School Graduate Expectations

CGE2b - an effective communicator who reads, understands, and uses written materials effectively;

CGE2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others;

CGE4a - a self-directed, responsible, life long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4c - a self-directed, responsible, life long learner who takes initiative and demonstrates Christian leadership;

CGE5b - a collaborative contributor who thinks critically about the meaning and purpose of work.

Prior Knowledge & Skills

- Group skills
- Research skills
- Computer skills
- Social Science research skills
- School policies for Internet use

Planning Notes

The teacher should:

- obtain the following Encyclicals: *On the condition of the working class*, #20; *On human work*, #19;
- obtain the article “Lace, sweat and tears” from the *Toronto Star*;
- prepare a Socratic lesson on the difference between research evidence and opinion;
- obtain resources for research on the rights of workers in the apparel industry;
- develop an observation evaluation form and a rubric.

Teaching/Learning Strategies

1. Students read the Encyclicals: *On the condition of the working class*, #20; *On human work*, #19. Based on the readings, students record answers to the following questions in their notes and reflect upon the conditions both in Canada and globally:
 - According to our Catholic social teaching, what is the meaning and purpose of work?
 - According to our Catholic social teaching, what are the rights all workers should have? (right to employment, right to just pay, right to safe workplace, right of association)
 - Do you think the apparel industry provides these basic rights for all their workers?
 - If yes, what makes you think they do?
 - If no, what makes you think they do not?The teacher leads a class discussion based on student answers.
2. Students read an article from the *Toronto Star* entitled “Lace, sweat and tears”. The teacher leads a discussion of the article by asking the following questions:
 - According to the article, does the apparel industry provide basic rights for all workers?
 - What rights are not provided?
3. The teacher conducts a Socratic lesson on how to differentiate between research evidence and opinion. Students copy into notes. The teacher refers to the article “Lace, sweat and tears” and leads a discussion by asking the following questions:
 - What are characteristics of a valid and reliable source of information?
 - Is this article a valid and reliable source?
4. In groups of two or three, students conduct research to find out whether or not the apparel industry provides basic rights for all workers. Groups are assigned one of the following issues:
 - Child Labour;
 - “Labour behind the label”;
 - Fair Wages;
 - Sweatshops;
 - Working conditions;
 - Home workers;
 - How changing technology affects the fashion world.Groups must locate and use a variety of print and electronic sources in conducting research. In reporting their findings, they must correctly use terminology associated with fashion, clothing, and textiles. Research is presented in a written report or electronic presentation. In conducting the research, the groups must provide:
 1. Inquiry question;
 2. Body: Facts to support thesis;
 3. Conclusion (Impact on Canadian Society);
 4. Listing of References in American Psychological Association format.

After completing the research paper, students reflect on their findings by answering the following question:

- As a Catholic, what can you do to make a difference in ensuring Catholic social teaching with reference to work?

Groups present their information to the class. Students must ensure that they incorporate visuals in the presentation.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Category
Class Discussion	Observation	Formative	Thinking/Inquiry Communication
Issue Research Presentation	Rubrics	Summative	Thinking/Inquiry Knowledge/Understanding Communication Application

Accommodations

- Students copy teacher-generated note based on the answers to the Encyclical readings.
- As part of the presentation for T/L S 4, students may book a speaker from an organization that represents their selected topic, such as a chaplain, a representative from Development and Peace, or a representative from Ten Thousand Villages (an organization which buys products from developing countries, pays the workers appropriately, and sells the goods in Canada).

Resources

Print

Ahlers, Julia and Michael Wilt. *Christian Justice*. USA: St. Mary's Press, 1995, pp. 213-218.

Diebel, Linda. "Lace, sweat and tears", *Toronto Star*. March 12, 2000, Section B1, B3.

Mechmann, Edward. *God, Society & The Human Person*. USA: St. Paul's/Alba House, 2000. ISBN 0-8189-0886-6 (pp. 9, 40-51)

Pope John Paul II. *Encyclical: On Human Work*. September 14. 1981.

Campaigner. Oxfam Canada, Fall 2000.

Stop Sweatshops: an education /action kit. Maquila Solidarity Network, Spring 2000.

Websites

Hearts and Minds – <http://www.heartsandminds.org/articles/sweat.htm>

<http://vic.uca.org.au/fairwear/links.htm>

<http://www.feminist.org/other/sweatfaq.html>

Maquila Solidarity Network – <http://www.web.net/~msn>

Oxfam Canada – <http://www.Oxfam.ca>

Save the Children foundation – <http://www.savethechildren.ca>

Statistics Canada – <http://www.statcan.ca>

Unit 5, Appendix 1

Careers in the Fashion, Textile, and Apparel Industries

Textile Design

Colourist	Colour Stylist	Fabric Salesperson
Fabric Stylist	Freelance Designer	Hand Weaver
Repeat Artist	Silk Screener	Stylist
Textile Artist	Textile Design Trainee	Textile Librarian
Textile Print Designer	Woven Fabric Designer	Knit Fabric Designer

Textile Production

Dye Mixer	Farmers (for production of natural fibres)	Fixer
Knitter	Knitting Mechanic	Machine Operator
Machine Tender	Mechanic	Plant Manager
Production Manager	Purchasing Agent	Quality Controller
Record Clerk	Roller Engraver	Screen Maker
Spinner	Textile Chemist	Textile Converter
Environmental Researcher	Expediter	Textile Engineer
Textile Technologist	Weaver	

Apparel Design

Fashion Designer	Assistant Designer	Fashion Sketcher
Design Room Supervisor	Draper	Fitter
Alteration Hand	Seamstress	Dressmaker
Tailor	Tailor's Apprentice	Sewing Instructor
Sample Maker	Model	Finisher
Duplicate Maker	Pattern Maker	Fashion Coordinator
Stylist	Machine Operator	Design Room Trainee
Fabric Salesperson	Designer: accessories, embroidery	Sample Hand
Sample Hand Trainee		

Apparel Production

Pattern Maker	Cutter	Marker
Grader	Assembler	Spreader
Assorter	Hand Stitcher	Thread Trimmer
Presser	Inspector	Mechanic
Bundler	Shipper	Production Clerk
Section Foreman	Plant Manager	Production Manager
Production Assistant	Plant Engineer	Sales Representative
Sewing Machine Operator	Examiner	Cost Analyst

Unit 5, Appendix 1 (Continued)

Fashion Merchandising

Merchandise Distributor	Merchandise Manager	Merchandise Clerical
Buyer	Assistant Buyer	Fashion Director
Fashion Coordinator	Stylist	Department Manager
Sales Manager	Assistant Sales Manager	Sales Representative
Floor Salesperson	Showroom Salesperson	Stock Person
Comparison Shopper	Comparison Shopper	Mail-order Clerk
Boutique Owner	Head of Stock	Display Assistant
Advertising Assistant	Market Reporter	

Fashion Promotion

Sales Promotion Manager	Market Research Analyst	Advertising Manager
Art Director	Fashion Illustrator	Sketcher
Layout Artist	Special Catalogue Designer	Photographer
Photography Stylist	Model	Public Relations Director
Publicity Writer	Copywriter Manager	Copywriter
Special Events Coordinator	Display Director	Display Artist
Window Decorator	Paste-up and Mechanical Artist	

Fashion Publishing

Fashion Publication Editor	Fashion Writer	Fashion Researcher
Technical Writer	Fashion News Reporter	Fashion Magazine Writer
Fashion Newsletter Writer		

Fashion in Home Sewing

Designer	Assistant Designer	Fashion Illustrator
Artist	Fashion Merchandiser	Fashion Buyer
Fashion Coordinator	Stylist	Pattern Maker
Pattern Grader	Draper	Dressmaker
Editor	Copy Writer	Technical Writer
Market Researcher	Education Director	Sewing Demonstrator
Dressmaker		

Other

Teachers (applies to all areas within the fashion industry)
